

BOARD OF REGISTERED NURSING

Agenda Item Summary

AGENDA ITEM: 9.1

DATE: July 25, 2012

ACTION REQUESTED: Ratify Minor Curriculum Revision and Acknowledge Receipt of Program's Progress Report

REQUESTED BY: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant

BACKGROUND:

According to Board policy, Nursing Education Consultants may approve minor curriculum revisions that do not significantly alter philosophy, objectives, or content. Approvals must be reported to the Education/Licensing Committee and the Board.

Minor curriculum revisions include the following categories:

- Curriculum changes
- Work Study programs
- Preceptor programs
- Public Health Nurse (PHN) certificate programs
- Progress reports that are not related to continuing approval
- Approved Nurse Practitioner program adding a category of specialization

The following programs have submitted minor curriculum revisions that have been approved by the NECs:

- Biola University Baccalaureate Degree Nursing Program
- California State University, Sacramento, Baccalaureate Degree Nursing Program
- California State University, San Marcos, Baccalaureate Degree Nursing Program
- California State University, Stanislaus, Baccalaureate Degree Nursing Program
- Simpson University Baccalaureate Degree Nursing Program
- University of California, Irvine, Baccalaureate Degree Nursing Program
- University of California, Los Angeles, Baccalaureate Degree Nursing Program
- University of San Francisco Baccalaureate Degree Nursing Program
- West Coast University – Inland Empire (Ontario) Baccalaureate Degree Nursing Program
- West Coast University – Los Angeles Baccalaureate Degree Nursing Program
- West Coast University – Orange County Baccalaureate Degree Nursing Program
- Western Governors University Baccalaureate Degree Nursing Program
- Butte College Associate Degree Nursing Program
- Chabot College Associate Degree Nursing Program
- City College of San Francisco Associate Degree Nursing Program
- College of Marin Associate Degree Nursing Program
- College of the Desert Associate Degree Nursing Program

- College of the Sequoias Associate Degree Nursing Program
- College of the Siskiyous Associate Degree Nursing Program
- Copper Mountain College Associate Degree Nursing Program
- East Los Angeles College Associate Degree Nursing Program
- ITT Technical Institute, Rancho Cordova
- Los Angeles Trade Technical College Associate Degree Nursing Program
- Merritt College Associate Degree Nursing Program
- MiraCosta College Associate Degree Nursing Program
- Moorpark College Associate Degree Nursing Program
- Mt. San Jacinto College Associate Degree Nursing Program
- Pacific Union College LVN to RN Associate Degree Nursing Program
- Porterville College Associate Degree Nursing Program
- Riverside City College Associate Degree Nursing Program
- Sacramento City College Associate Degree Nursing Program
- Saddleback College Associate Degree Nursing Program
- San Joaquin Valley College Associate Degree Nursing Program
- Shasta College Associate Degree Nursing Program
- Shepherd University Associate Degree Nursing Program
- Southwestern College Associate Degree Nursing Program
- Unitek College LVN to RN Associate Degree Nursing Program
- West Hills College Lemoore Associate Degree Nursing Program
- Yuba College Associate Degree Nursing Program
- University of California, Los Angeles, Nurse Practitioner Program
- University of California, San Francisco, Nurse Practitioner Program

Progress Report:

- American University of Health Sciences Baccalaureate Degree Nursing Program
- Azusa Pacific University Baccalaureate Degree Nursing Program
- California State University, Stanislaus, Baccalaureate Degree Nursing Program
- Holy Names University LVN to Baccalaureate Degree Nursing Program
- Simpson University Baccalaureate Degree Nursing Program
- Everest College Associate Degree Nursing Program
- ITT Technical Institute, Rancho Cordova
- Porterville College Associate Degree Nursing Program
- Southwestern College Associate Degree Nursing Program

NEXT STEPS:

Notify program of Board action.

FISCAL IMPLICATIONS, IF ANY:

None.

PERSON(S) TO CONTACT:

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Nursing Education Consultant
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MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: July 25, 2012

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Biola University Baccalaureate Degree Nursing Program	L. Moody	01/04/2012	Change of term “client” to “patient” in philosophy, course descriptions and objectives. Change in course numbers related to updating course descriptions. Consolidate language of program and course descriptions and objectives without changes to content. Decrease units for the NURS Older Adult – Clinical course from 2 to 1 resulting in a decrease of Nursing Hours from 55 to 54 (Clinical 26 to 25), Total Units For Graduation from 142 to 141, and LVN 30 Unit Option from 27.5 to 26.5. Revision of units to be implemented Fall 2012; all other revisions to be implemented immediately.
California State University, Sacramento, Baccalaureate Degree Nursing Program	K. Daugherty	12/06/2011 03/09/2012 11/28/2011	<p><u>Generic and Accelerated BSN Option:</u> The expected student outcomes were revised (2009) to be more closely aligned with the updated division mission, the AACN Essentials of Baccalaureate Education, ANA Standards of Practice/Care, the BRN regulations, and the CSU university competence graduation requirement. Each outcome is incorporated in nursing course objectives and measure at every level of the curriculum.</p> <p><u>Entry Level Master’s Degree Option:</u> In 2005 CSUS was approved to implement this degree option with special funding. Only one cohort was admitted and completed the degree option because there was a lack of ongoing funding. In 2009, CSUS notified it was suspending admission in to this option indefinitely due to lack of funding. At this time, there are no future plans to admit to the ELM option and the program is requesting the option be eliminated. Should CSUS decide to offer the option in the future, a major curriculum change with appropriate updates and curriculum revisions will be submitted for approval.</p> <p><u>Accelerated Second Bachelor Degree option in collaboration with CSU Stanislaus:</u> This degree option is being offered through each university’s contract education division. A cohort from each CSU enrolled students in November 2011 following BRN approval in April 2011. Instead of the first term being six weeks it was changed to a ten week term like the other terms in this degree option. No other changes in this second degree accelerated option were made.</p>

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: July 25, 2012

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
California State University, San Marcos, Baccalaureate Degree Nursing Program	L. Moody	12/08/2011	Updated EDP-P-06 Content Required For Licensure for Accelerated BSN and Generic BSN tracks to accurately indicate courses containing integrated Geri content.
California State University, Stanislaus, Baccalaureate Degree Nursing Program	K. McHan	10/31/2011 02/06/2012	Accelerated Second Bachelor Degree Option in collaboration with CSU Sacramento (ASBSNc): The program added an extended campus at the university's existing satellite campus in Stockton to house the ASBSNc option. The first term of the ASBSNc was increased from six weeks to ten weeks for consistency with the other terms in this degree option. No other changes were made.
Simpson University Baccalaureate Degree Nursing Program	K. Daugherty	06/18/2012	Effective Fall 2012, the program is changing the course titles for all nursing core courses to more accurately reflect Watson's Caring Philosophy and the programs conceptual framework. The Health Promotion course has been re-numbered (now N4200) to reflect re-sequencing at the senior level. Course content and unit are unchanged. Two of the five degree related religion courses will be required as prerequisites to more evenly distribute the unit load each semester. Total CRL remains 91 units and total degree units remain 126.
University of California, Irvine, Baccalaureate Degree Nursing Program	L. Moody	04/24/2012	Multiple additional course options have been added as acceptable for fulfilling the program completion and graduation requirements for psychology and sociology. Psych requirement: Psych 7A, 9A, 9B, 9C, 78A; PsyBeh 9, 11A, 11B, 11C. Soc requirement: Soc 1, 2, 3, 31, 44, 62, 66, Soc Sci 1A, Anthro 2A, 2D, 41A, 134D
University of California, Los Angeles, Baccalaureate Degree Nursing Program	M. Minato	12/22/2011	<u>BSN and ELM option:</u> The program made revisions to the BSN and related changes to the ELM curricula. Changes included revision of Foundations courses re-grouping of medical-surgical courses and geriatrics In summary, the curricular revisions made to the BSN (1) increased theory by 3 units and increase clinical by 1 unit in the fundamentals theoretical foundations courses and medical surgical courses (net increase of 1 unit in theory and decrease of 2 units in clinical) and (2) establish a clear link among the four medical-surgical classes (N162A-D) and strengthen the emphasis on gerontology and critical

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: July 25, 2012

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
			care. The curricular revisions made to the Master's Entry Level Clinical Nursing Program were similar to BSN and (1) made changes to the fundamentals theoretical foundations courses (N254A and N254B) and (2) created a more apparent link among the four medical-surgical classes (N465A-D). Overall, theory units increased by 2 and clinical units increased by 1 in the MECN program (for a net decrease of 2 units in clinical).
University of San Francisco Baccalaureate Degree Nursing Program	K.Weinkam	04/12/2012	The program informs the Board that the name of the school was changed fall 2011 to the School of Nursing and Health Professions. NURS 273 Evidence Based Practice has had its course number, description, objectives, course outline and curriculum placement changed to reflect emphasis in nursing on information systems. The new course, NURS 322 Evidence Based Inquiry and Informatics, will now be offered in the first semester, junior year effective fall 2012. There is no change in degree units.
West Coast University- Inland Empire (Ontario) Baccalaureate Degree Nursing Program	M. Minato	12/22/2011 04/09/2012	The program submitted a major curriculum revision that includes an addition of a new 2 unit Introduction course (N 110), which is scheduled to start on Jan. 23, 2012. The major curriculum proposal meets the regulations but requires Board approval prior to implementation. The initial addition of this two unit course is approved as minor curriculum revision in order to allow implementation of the change as intended. The program is dropping N 205 (Intro to Leadership, 2 units) effective June 2012. This course was part of the LVN-ADN curriculum and has introductory content that is also covered in N 420 (Principles of Leadership and Management, 3 units) in the BSN curriculum. N 110 (new course) incorporates the leadership role of professional nurse. There are no overall unit changes to the BSN curriculum.

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: July 25, 2012

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
West Coast University-Los Angeles Baccalaureate Degree Nursing Program	M. Minato	12/22/2011 04/09/2012	The program submitted a major curriculum revision that includes an addition of a new 2 unit Introduction course (N 110), which is scheduled to start on Jan. 23, 2012. The major curriculum proposal meets the regulations but requires Board approval prior to implementation. The initial addition of this two unit course is approved as minor curriculum revision in order to allow implementation of the change as intended. The program is dropping N 205 (Intro to Leadership, 2 units) effective June 2012. This course was part of the LVN-ADN curriculum and has introductory content that is also covered in N 420 (Principles of Leadership and Management, 3 units) in the BSN curriculum. N 110 (new course) incorporates the leadership role of professional nurse. There are no overall unit changes to the BSN curriculum.
West Coast University-Orange County Baccalaureate Degree Nursing Program	M. Minato	12/22/2011 04/09/2012	The program submitted a major curriculum revision that includes an addition of a new 2 unit Introduction course (N 110), which is scheduled to start on Jan. 23, 2012. The major curriculum proposal meets the regulations but requires Board approval prior to implementation. The initial addition of this two unit course is approved as minor curriculum revision in order to allow implementation of the change as intended. The program is dropping N 205 (Intro to Leadership, 2 units) effective June 2012. This course was part of the LVN-ADN curriculum and has introductory content that is also covered in N 420 (Principles of Leadership and Management, 3 units) in the BSN curriculum. N 110 (new course) incorporates the leadership role of professional nurse. There are no overall unit changes to the BSN curriculum.
Western Governors University Baccalaureate Degree Nursing Program	S. Ward	05/27/2012	The placement of (3) non-clinical nursing courses are realigned to improve the distribution of units in the 4 th year of the curriculum based on student input. The (3) unit pharmacology course is changed into a (2) unit-theory pharmacology course and a separate (1) unit- theory course (3, 2 ,1- Calc). The Language and Communication: Research course is increased by (1) unit to total (3) units, and the GE course Education without Boundaries (1 unit) was deleted as a requirement.

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: July 25, 2012

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
			Form corrections resulted in moving (3) nursing courses totaling (7) units from other degree requirements to content required for licensure. Some course numbers and names are changed. Total units required for graduation (120) remain unchanged.
Butte College Associate Degree Nursing Program	K. Daugherty	01/05/2012 05/22/2012	Beginning in Spring 2012, program admissions will be reduced from 48 to 24 due to college and grant funding budget cuts. The program will continue to admit to both the generic and LVN Advanced placement options but the overall number of graduates per semester will be reduced 40 instead of 60-80 graduates per semester. Pharmacology content will continue to be integrated throughout all four terms of the program but the existing 2 units N61 stand alone pharmacology course will be moved from second to third semester as a course requirement for both generic and advanced placement LVN to RN students. Other changes include a Decrease in the N64 LVN to RN transition theory course from 1.5 to 1.0 units and an increase in N65 from 2.5 to 3 units so students complete 2 units of theory and 1 full unit of clinical. The N68 M/S clinical course will be increased from 4.5 to 5.0 units providing the same/consistent number of clinical hours (272) in all four terms of the program.
Chabot College Associate Degree Nursing Program	K. Daugherty	11/15/2011	Effective Fall 2012, delete N74 (1 unit) and N66 (.5 unit) since content from these courses is already included in all the other major nursing courses and the content redundancy is no longer needed. Total nursing units will decrease from 45 to 43.5 units; total CRL units will decrease from 78 to 76.5 units. Require Soc 1 to meet the sociology and American cultures requirements and delete Sociology 31 option since it is no longer offered. Accept Communication 1, 10 or 30 to meet CRL requirements. Delete 3 of the 6 units of American Institutions required; decrease the PE requirement by 1 unit and accept a math proficiency test to meet the math requirement. These changes decrease the other degree requirements from 17 to 10 units. Total degree/graduation units will decrease from 95 to 86.5 units. Additionally, N 88L (1 unit) will be required for the LVN 30 unit option.

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: July 25, 2012

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
City College of San Francisco Associate Degree Nursing Program	K. Weinkam	01/17/2012	N51L (1 semester unit) is an intermediate nursing skills lab that will be offered concurrently with N51 Basic Medical/Surgical Nursing. Algebra 840 (3 units) will now be the required prerequisite math course instead of Math E (2 units). English 1A will be the only course accepted as meeting the requirement for written communication. Speech 20 Interpersonal Communication (3 units) will be accepted as a course meeting the requirement for verbal communication. Anthropology 3 Introduction to Social and Cultural Anthropology and Anthropology 3AC Introduction to Cultural Anthropology: Focus on American Cultures (each 3 units) are added as courses that can meet the requirement for Societal/Cultural Patterns. For LVN students, the LVN transition course N50T (2 units) will replace N50 Fundamentals of Nursing, N50L Nursing Skills Lab, and N50A Pharmacology in Nursing Part I for LVN advanced placement. The total units for licensure are 67-68, and the units required for the degree are 85-86 semester units.
College of Marin Associate Degree Nursing Program	J Wackerly	12/15/2011	The nursing program is able to secure only one acute care hospital clinical affiliation for student learning activities for 2012. This was also reported for 2011. The nursing program has pediatric site rotations at community clinics that include Kaiser Permanente pediatric outpatient, a child care center, head start infant-toddler, Marin community clinics, Marin surgery center, CPMC peds emergency, Prima pediatric clinic. Children's Hospital of Oakland will allow one (1) cohort of 10 students Tuesday and Saturday evenings. The nursing program is adding three alternative Speech courses and three alternative Anthropology courses that students can select which are within the content required for licensure, Form EDP-P-06 submitted.
College of the Desert Associate Degree Nursing Program	L. Moody	09/26/2011 05/10/2012 & 05/14/2012	Psych003-Developmental Psychology will be added as a course option to fulfill the psychology requirement. Verbage of the course learning objectives for N001 Basic Concepts in Nsg Practice, N002 Concepts of Nsg Practice for Commonly Occurring Alterations in Health, N003A Concepts of Nsg Practice for Complex Alterations in Health (Mental Health, OB, M/S), N003B Issues in Nursing, N004A Concepts of Nsg

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: July 25, 2012

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
			Practice for Acute Complex Alterations in Health, and N004B Management Concepts in Nursing were revised to comply with college mandated formats and provide improved focus of teaching/learning for faculty and students. Updated language more clearly articulates patient centered care and evidence based practice, and reflects QSEN competencies. There were no major changes to content and revisions remain consistent with program philosophy and frameworks. The Clinical Evaluation Tool was updated for consistency.
College of the Sequoias Associate Degree Nursing Program	K. McHan	03/13/2012	The Total Curriculum Plan was corrected from a 17 week semester to a 17.5-week semester to correspond with the college's academic calendar. Total program units and content will remain unchanged. Effective spring 2013, changes include 1) separating Medical-Surgical NURS 163, a 9-unit course offered 3 rd semester, into two separate courses: NURS 156, 3-units, to be offered 2 nd semester, and NURS 167, 6 units, to remain in 3 rd semester; 2) move Pediatric NURS 153 from 2 nd semester to 3 rd semester.
College of the Siskiyous Associate Degree Nursing Program	K. Daugherty	01/09/2012	Update CRL/TCP forms to accurately reflect all degree requirements and college required course number changes currently in effect. The program will increase once a year admission numbers from 24 to 30 students provided adequate faculty and clinical placements are available each term. The LVN to RN Transition course will be lengthened from four to six weeks and content strengthened to require a specific score on the ATI fundamentals test for progression, an introduction to clinical preparation/grading forms and a requirement to achieve a dose calculation score of 100%.
Copper Mountain College Associate Degree Nursing Program	L. Moody	09/26/2011	RN3B-Psych Nursing/Gero Nursing will be moved from 3 rd to 2 nd semester and RN2B-Maternal/Child Nursing will be moved from 2 nd to 3 rd semester. This resequencing will provide a stronger foundation in the 1 st year of the program by students' completion of the Psych nursing which includes learning objectives focused on therapeutic communications, stress, anxiety, coping with loss, grief, pain. VN to RN advanced placement students will no longer take the Nursing Transitions I and II courses but instead will enter the program in the second

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: July 25, 2012

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
			semester which includes the Med/Surg/Geri course that contains the content presented in the Transitions courses.
East Los Angeles College Associate Degree Nursing Program	S. Ward	05/11/2012	Speech 1 changed to Speech 101 and Math 125 (Intermediate Algebra) was added to the curriculum plan.
ITT Technical Institute, Rancho Cordova, Associate Degree Nursing Program	K. Daugherty	01/17/2012	ITT Technical Institute Inc. corporate headquarters is requiring all registered nursing programs across the U.S. to implement a universal course passing policy requiring transfer, re-entry, and program students to have or achieve an 80% B grade (3.0 grade point average on a 4.0 scale) or higher in transfer, prerequisite and program/degree courses. The CA program director and newly appointed full time faculty member/AD are in full support of this policy change. Changes in the site director and dean were also reported. The Rancho Cordova campus will enroll its first cohort in the prerequisite courses starting March 19, 2012. The program has provided evidence of the necessary program start up/degree granting approvals by ACICS and the CA Bureau for Private Postsecondary Education (BPPE) to start in March 2012.
		03/06/2012	Effective 3/1/12 the program's official name is now Breckinridge School of Nursing and Health Sciences. This titling is used by all ITT Technical Nursing Programs across the U.S.
		06/06/2012	Effective 6/18/12 change the course number for N1210 to N1215 to accurately reflect the California course numbering and prerequisite course sequencing. No content or unit changes; CRL and TCP forms updated.
Los Angeles Trade Technical College Associate Degree Nursing Program	S. Ward	02/27/2012	The program is changing all course names from Nursing Science to Registered Nursing. Communications 101 is now named Speech 101. A new course Nursing Simulation Lab (1 U -lab) is proposed for addition to semesters 1, 2 and 3, to augment the application of theory to clinical in a simulated patient care setting. Nursing skills, the nursing process, critical thinking and the application of evidence-based practice will be emphasized, in the context of patient care scenarios geared towards level objectives. The curriculum forms were updated for clerical clarification.

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: July 25, 2012

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Merritt College Associate Degree Nursing Program	K. Weinkam	11/29/2011	Nursing 12 Nutrition and Diet Therapy and Nursing 13 Pharmacology in Nursing will each move from 100% classroom instruction to 80% online/20% classroom instruction and 50% online/50% classroom instruction, respectively, effective spring 2012.
MiraCosta College Associate Degree Nursing Program	L.Moody	01/09/2012	American Institutions requirement reduced from 4 to 3 units and 1 unit PE lab requirement eliminated resulting in reduction of 2 units for Other Degree Requirements courses and Total Units for Graduation. No change of nursing courses or units.
Moorpark College Associate Degree Nursing Program	S. Ward	02/07/2012	Human Physiology (PHSO M01) is decreased from (5) to (4) units (3 U lecture, 1U lab). Curriculum forms were updated.
Mt. San Jacinto College Associate Degree Nursing Program	S. Ward	12/22/2011	The program submitted minor changes to the existing mission, philosophy, learning outcome, and conceptual framework statements to reflect QSEN Core Competencies, IOM terminology, and for clearer integration of existing curricular threads. The change in the program mission statement also strengthens its alignment with the college's mission statement.
		05/18/2012	Human Anatomy and Physiology I-Anat 101 (3) units is deleted, and Human Anatomy and Physiology II-Anat 102 (3) units is increased to (5) units; and Microbiology (Biology 125) is increased from (4) units to (5) units in the LVN (30) semester unit option curriculum plan. Nursing unit and other degree requirement form corrections were made.
Pacific Union College LVN-RN Program	J. Wackerly	12/15/2011	LVN-RN Program new location at PUC Napa campus. PUC currently operates a LVN-RN program at Travis AFB. In November 2010 PUC closed their Handford LVN-RN program. A needs assessment in the Napa/Solano region identified both a need and local capacity to add a cohort of LVN-RN nursing students at the PUC Napa campus
Porterville College Associate Degree Nursing Program	S. Ward	11/04/2011	The program is proposing a name change for the Sociology P101 course, and a revision to the course catalog description and content outline. The title of the course has been changed from "Introduction to Sociology" to "The Social World". The reason for the change is to make the description and course content clearer

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: July 25, 2012

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
		01/31/2012	and more comprehensive. Curriculum forms were updated. Speech P101 and P102 course names are changed to Communication P101 and Communication P102. The course description and content outline is unchanged.
Riverside City College Associate Degree Nursing Program	L. Moody	03/01/2012	The lab course Nursing 6 for each of the 4 semesters has been assigned new numbers (1 st semester is now Nursing 11A; 2 nd semester Nursing 12A; 3 rd semester Nursing 21A; 4 th semester 22A), and course outcome statements have been refined to clearly demonstrate that course activities are different each semester. This change and clarification was required to comply with the community college system requirements. There is no change to course content.
Sacramento City College Associate Degree Nursing Program	K. Daugherty	01/17/2012 02/22/2012	In November 2011, a major curriculum change with the existing college course numbering system was approved. Subsequently, the college instituted required course number changes for some nursing core courses to be effective Fall 2012. CRL/TCP forms have been updated to reflect the course number changes effective at the time of implementation. SCC and CSU Sacramento have indefinitely suspended the 2002 approved AD to BSN collaborative option due to budget/funding constraints. Prior to enrolling students in this option in the future the program will update CRL/TCP forms and other pertinent information as needed.
Saddleback College Associate Degree Nursing Program	M. Minato	03/13/2012	The program submitted a minor curriculum revision for their philosophy, terminal objectives, and updated conceptual framework, which reflect current trends in practice and education. Included are Quality and Safety in Nursing Education (QSEN) and safe and effective nursing care. Changes show updating of concepts and terminal objectives emphasizing safety and quality but no major, substantial changes to the structure of the unifying theme and structure of the curriculum.

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: July 25, 2012

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
San Joaquin Valley College Associate Degree Nursing Program	K. McHan	04/19/2012	<u>LVN to RN option:</u> Updated CRL/TCP forms to accurately reflect the number units granted as block credit for prior VN education and correctly identify all degree and licensure requirements. Total CRL decreased from 70 units to 61 units and total degree units decreased from 73 to 71 units. <u>Generic RN option:</u> Updated CRL/TCP forms to correctly identify all degree and licensure requirements. Total units for graduation remain unchanged.
Shasta College Associate Degree Nursing Program	K. Daugherty	01/05/2012	Effective Fall 2012, decrease nursing theory course REGN 10 from 7 to 6.5 units; increase clinical units in REGN 12 from .5 unit to 1 unit to provide clinical simulation hours without reducing existing direct clinical experiences in REGN 11. CRL, total degree units remain the same.
Shepherd University Associate Degree Nursing Program	M. Minato	06/28/2012	Effective Fall 2012, the program will reduce 12 units of theology course requirements to 9 units. Total units required for the degree will change from 88 units to 85 units.
Southwestern College Associate Degree Nursing Program	L. Moody	11/18/2011	Math 60 Intermediate Algebra has replaced Math 40 Elementary Algebra as an “other degree requirement” course to align with state standards. No change in units. San Diego State University course N312 Concepts in Professional Units (3u) will be accepted to fulfill the ADN 114 Leadership course program requirement. N312 content has been evaluated and found to be or exceed ADN 114 content. SDSU will give students a discounted tuition rate. This course is required for the SDSU RN-BSN program.
Unitek College LVN to RN Associate Degree Nursing Program	K. McHan	12/07/2011 01/04/2012	Updated CRL/TCP forms to correctly identify all degree and licensure requirements. Total CRL decreased from 70 to 63.5 units and total degree units remain the same at 70 units. Effective February, 2012, extend term length from 16 weeks per term to 17 weeks per term to enhance student assimilation of content. The course name for RNSG247 was changed from Foundations II: Preceptorship to Foundations: Clinical Leadership. The college notifies the Board that the Department of Nursing has been renamed School of Nursing and Allied Health.

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: July 25, 2012

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
West Hills College Lemoore Associate Degree Nursing Program	K. McHan	05/16/2012	Effective January 2013 the program will enroll eligible Licensed Psychiatric Technicians into a formal advanced placement option (LPT to RN). The program will grant 16 units for prior education in nursing as validated by examinations for mastery of foundational nursing theory and pharmacology as well as testing of basic nursing psychomotor skills. Students will begin the LPT to RN option by joining generic ADN students in the second semester of the 4-semester ADN curriculum, with enrollment limited to twelve LPT to RN students per cohort. The LPT to RN option is in compliance with nursing education regulations. All program courses and units will remain the same for both options. Total CRL is 82.5 units, with 51.5 units from nursing courses. Total degree units are 88.5 units. The NEC will conduct an interim visit during the first cohort's final semester to assess continued compliance and student success.
Yuba College Associate Degree Nursing Program	K. Daugherty	01/09/2012	Effective Spring 2012, increase N36 Pathophysiology from 3 to 4 units to provide students with appropriate unit credit for the required amount of course work. CRL/TCP updated to reflect an increase in nursing theory units from 24 to 25 units, total nursing units from 48.5 to 49.5 and total degree units from 88.5 to 89.5 units.
University of California, Los Angeles, Nurse Practitioner Program	M. Minato	03/28/2012	The program plans to implement minor curriculum changes to the Advanced Practice Nursing (APN) programs effective for students entering Fall 2012. These changes reflect adjustments of curricula and sequencing in response to meet the requirements of the APRN Consensus Model for the Nurse Practitioner and student, faculty and affiliation feedback. Changes were made in the NP Acute Care role courses, including the Adult/Gerontology concept courses, and clinical courses were increased by 10 units for additional 300 hours of practicum. In addition to these revisions to the NP curricula, the School of Nursing is also adding a post-master certificate program for Primary Care Pediatric Nurse Practitioners to received training in Acute Care. Revised curricular forms and course syllabi were submitted with the report.

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: July 25, 2012

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
University of California, San Francisco, Nurse Practitioner Program	K. Weinkam	03/02/2012	<u>Psych/Mental Health Nurse Practitioner:</u> Effective spring 2012, content offered in N246 Symptom Assessment and Management as appropriate to the practice of the psychiatric/mental health nurse practitioner will be incorporated into existing courses N257 and N414.04. The program consists of 40 quarter units for theory and 24 quarter units for clinical. Seventy-three quarter units are required for the award of the M.S. degree, and they include the NP program's 64 units.

MINOR CURRICULUM REVISIONS
PROGRESS REPORT
Education/Licensing Committee
DATE: July 25, 2012

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	PROGRESS REPORT
American University of Health Sciences Baccalaureate Degree Nursing Program	M. Minato	12/20/2011	The program submitted a progress report in response to NCLEX pass rate of 70.59% (12/17) for 2010-2011. The report includes analysis of data including student demographics, entrance tests, admission criteria, and review of progression plans. The detailed plan identified some changes the faculty have agreed on to improve success of students through augmenting admission criteria by using Nelson Denny Reading Test, enhanced use of ATI, Med-Surg review, revising policy on remediation for testing, faculty education for exam item writing, instituting progression standards, such as making specific ATI performance levels to pass a course. The program's Systematic Evaluation Plan was updated to include the planned changes to monitor NCLEX pass rates.
Azusa Pacific University Baccalaureate Degree Nursing Program	B. Caraway	09/27/2011	<u>BSN and ELM options:</u> A well-equipped and constructed simulation lab has been established at the APU High Desert Education Center, and includes adult and child simulation mannequins, lab and classroom space, debriefing rooms, realistic hospital-like stations for practice.
California State University, Stanislaus, Baccalaureate Degree Nursing Program	K. McHan	10/31/2011	<u>Accelerated Second Baccalaureate Degree program option (ASBSNc):</u> A site visit was conducted on 10-31-11 at the university's extended campus in Stockton as directed during the Major Curriculum Revision approval process. Site readiness and adequacy of resources was verified. Classroom and office space renovations are nearly complete; final completion is expected prior to student orientation, scheduled for 11-14-11. The site includes a large skills lab with 6 beds and related equipment, supplies and manikins for each. Mid and high fidelity manikins are ordered. A large, dedicated SimLab is outfitted with A/V and simulation equipment and includes a control and viewing room large enough to accommodate groups of student observers and debriefing activities. Classrooms include sufficient resources, including distance learning technology, for conducting shared courses. A full cohort of twenty students has been admitted. A follow-up site visit and progress report will be made in spring 2013 prior to graduation of the first cohort.
Holy Names University	K. Daugherty	05/23/2012	A routinely scheduled new program start up visit to validate implementation of the

MINOR CURRICULUM REVISIONS
PROGRESS REPORT
Education/Licensing Committee
DATE: July 25, 2012

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	PROGRESS REPORT
LVN to Baccalaureate Degree Nursing Program			program as approved was made on 3/14/12. At that time, there were 103 students enrolled in various phases of the program. Attrition has been minimal. The first program cohort is expected to graduate in December 2012. Overall, students expressed satisfaction with the quality of program instruction and the variety of excellent clinical placements. Prior to and during the visit areas of compliance related to full time faculty staffing, timely faculty approvals/resignations, timely appointment of a Peds content expert and instructor, appropriate program advisement, and incomplete course evaluations and clinical facilities agreements were identified. Subsequently, the program has submitted required evidence of compliance with the regulations. The next scheduled visit will occur in December 2012 when the first four students are expected to graduate.
Simpson University Baccalaureate Degree Nursing Program	K.Daugherty	12/14/2011	An interim visit was made to validate implementation of the first year of nursing as approved. There are currently 22 enrolled in the program; retention/attrition rates are at expected rates. The program remains in compliance with the regulations in terms of program administration, faculty, clinical facilities, and student participation. The typical new program start up recommendations relative to curriculum implementation were made as a result of course syllabi review, interviews with program faculty and students. Long range plans for a new nursing and science building continue to progress although original timelines for the move into the permanent facilities have been delayed. Institutional support for the program remains strong. CCNE voluntary nursing accreditation is being pursued for the new undergraduate nursing program.
Everest College Associate Degree Nursing Program	S. Ward	05/31/2012	The program submitted a report on 11/30/11 as requested, addressing the NCLEX – RN examination pass rate at 68.75% for first-time candidates in academic year 2010-2011. The program received initial program approval by the Board in April 2008, with the first graduating student cohort taking the NCLEX-RN examination in July- Sept. 2010. The exam pass rate for academic year 2011-2012 to date is at 87.88%.
ITT Technical Institute,	K.Daugherty	01/26/2012	Site visit conducted to verify proposed facility construction was completed prior to

MINOR CURRICULUM REVISIONS
PROGRESS REPORT
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SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	PROGRESS REPORT
Rancho Cordova, Associate Degree Nursing Program			enrollment of the first cohort of program students beginning March 19, 2012. The program has hired its first full time nursing faculty member/program assistant director. The curriculum section reflects the program's recent policy change requiring students complete all prerequisite, degree and nursing coursework with a grade of 80% B.
Porterville College Associate Degree Nursing Program	S. Ward	04/20/2012	An interim visit was conducted on 4/20/12. The first cohort of students who entered in fall 2010, subsequent to initial program approval are completing the program in Spring 2012. Twenty students began the program in 2010 and (18) students were in the program at the time of the visit. Students related that they considered that the program has prepared them for successfully completing the NCLEX-RN examination.
Southwestern College Associate Degree Nursing Program	L. Moody	02/01/2012	Pass rate was 73.53% 2009-2010 and 72.60% 2010-2011. Prior year's pass rates had ranged from 82-91%. The program conducted a thorough analysis of data related to students who failed NCLEX, dimensions of program delivery and curriculum, and developed and implemented an action plan. Actions taken include revision of program admission criteria, faculty development, change of vendor for purchased assessment testing and NCLEX prep, increased utilization of college's Basic Skills resources, increased pass grade for program courses, performed curriculum review and strengthened weak content areas, lowered threshold for referral of students to support services. Many of these interventions were implemented by the program upon receiving notice of the 2009-2010 NCLEX outcomes. A site visit was conducted to review the program and confirm implementation of the corrective actions. The program was confirmed to be compliant and diligent in implementation of the corrective action plan. NCLEX pass rate for the 1 st quarter of the current 2011-2012 year (7/11-9/11) shows improvement with 38/47 passing for a pass rate of 80.85%.

BOARD OF REGISTERED NURSING
Agenda Item Summary

AGENDA ITEM: 9.2.1

DATE: July 25, 2012

ACTION REQUESTED: Approve major curriculum revision for CSU, Stanislaus Baccalaureate Degree Nursing Program

REQUESTED BY: Kelly McHan, NEC

BACKGROUND: Debra Tavernier, Ed.D., M.S.N., is the program director. The pre-licensure program includes a generic B.S.N. option and an Accelerated Second Bachelor of Science in Nursing degree option (ASBSN) which is conducted as a collaborative project with CSU, Sacramento and offered at the CSU, Stanislaus extended campus in Stockton.

The proposed major revision includes three sets of changes, including, 1) changes in the program's philosophy, curriculum framework, student learning outcomes and course objectives; 2) changes in pre-requisites along with restructuring of nursing courses to achieve a decrease in required units; and 3) for the ASBSN option only, the opportunity to offer the option exclusively through CSU, Stanislaus.

The School of Nursing derives its mission and philosophy from the goals of the University and the College of Health and Human Sciences. Curriculum changes are based on an extensive curriculum review as well as student and faculty evaluation processes. The revised philosophy emphasizes human dignity and potential coupled with reason, logic and scientific inquiry. The curriculum is structured on practice-focused outcomes that integrate the knowledge, skills, and attitudes essential for baccalaureate education as outlined by the American Association of Colleges of Nursing (CCNE) and incorporates Quality and Safety Education for Nurses (QSEN) Competencies. These changes are outlined in the attached documents.

The California State University Office of the Chancellor establishes statewide policy governing CSU nursing programs. A recent executive order from the Chancellor's Office reduces the number of units that may be required in CSU BSN programs to 120 units or less. To achieve the necessary reduction in units, the program will change admission requirements and restructure several courses. Proposed changes are based on curriculum review and evaluation of course content.

The program requests approval to enroll one cohort of students into the ASBSN option in November, 2012, to be offered exclusively by CSU, Stanislaus, which would be independent of the collaborative model. All courses would be taught by CSU, Stanislaus

faculty on the Stockton campus. In seeking this change, the program is responding to a large number of requests for admission into this option from qualified students.

All proposed changes are in compliance with regulation and BRN policies and guidelines.

Effective fall 2012, changes specific to the generic option are:

- Revised program mission, goals and philosophy;
- Curriculum framework, student learning outcomes and course objectives are based on CCNE Essentials and QSEN competencies;
- Eliminate the pre-requisite CHEM 2112 Biochemistry Lab (2 units). Chemistry is not required for licensure.
- Eliminate the pre-requisite NURS 1040 Human Growth and Development (3 units). Required content related to human development across the lifespan is integrated throughout the other nursing courses.
- Combine and re-organize content from NURS 2800 Introduction to Nursing (2 units) and NURS 4010 Issues Facing the Profession (3 units) into one new course, NURS 2810 Professional Nursing: Prelicensure (3 units). This change eliminates redundant content and includes content from the AACN Essentials of Baccalaureate Education for Professional Nursing Practice;
- Eliminate NURS 2850 Introduction to Pharmacology and Nutrition (2 units). The pharmacology content will be added to NURS 2860 Pharmacology in Nursing (which will increase from 2 units to 3 units). The nutrition content has been shown to be integrated across the other nursing courses;
- Decrease NURS 2900 Adult Health I from 4 units to 3 units. This course originally included pharmacology content, however, over time, the pharmacology content was moved to the separate pharmacology course. The remaining medical-surgical content is appropriate for 3 units.
- Move NURS 4800/10 Adult Health II/Clinical (3/3 units) from 4th semester to 5th semester to place acute medical-surgical experiences closer to the 6th semester NURS 4830 Clinical Practicum. NURS 4400/10 Community Health Nursing/Clinical (3/3 units) will move from 5th semester to 4th semester to accommodate the change.

Total units for graduation will decrease from 126-127 units to 120-123 units, and total units for licensure will decrease from 86 units to 80 units.

Effective fall 2012, the changes to be implemented in the ASBSN option are:

- Curriculum changes as outlined in the generic option, above.
- Enroll one cohort into the ASBSN option that will be offered exclusively through CSU, Stanislaus.

Total units for graduation will decrease from 97-98 units to 90 units, and total units for licensure will decrease from 88-89 units to 77 units.

NCLEX Pass Rates for Generic Option

CSU Stanislaus	JUL-SEP	OCT-DEC	JAN-MAR	APR-JUN	ANNUAL RATE		
	% PASSED	% PASSED	% PASSED	PASSED	TAKEN	PASSED	PERCENT
2008-2009	100%	-	-	100%	23	23	100%
2009-2010	96%	0%	100%	100%	48	46	95.83%
2010-2011	91.30%	100%	94.12%	100%	83	79	95.18%
2011-2012	100%	100%	100%	100%	60	60	100%

NEXT STEPS:

Place on Board Agenda

**FISCAL IMPLICATIONS,
IF ANY:**

None

PERSON TO CONTACT:

Kelly McHan, (916) 574-7719



CALIFORNIA STATE UNIVERSITY, STANISLAUS

SCHOOL OF NURSING
1 UNIVERSITY CIRCLE
TURLOCK, CALIFORNIA 95382
(209) 667-3141

DR. DEBBIE TAVERNIER EDD, MSN, RN
DIRECTOR, SCHOOL OF NURSING
DBH #255
(209)667-3142

June 19, 2012

Kelly McHan
Board of Registered Nursing
916-574-7719

Dear Kelly,

The School of Nursing would like to respectfully request the following modifications to our Pre-Licensure generic and Accelerated Second Bachelor of Science in Nursing (ASBSN) programs. These changes to our overall curriculum (which serves both tracks) are based on our program evaluation, an update from our accreditors to the required Essentials, and an eventual mandate from the California State University Chancellors office to decrease our program from 126-127 to 120-121 units.

The following changes have been made to the program to meet these requirements.

Prerequisite change:

Chemistry & Biochemistry for Nurses CHEM 2100 (3units lecture) and CHEM 2110/2112 (2units lab), the 2 unit Lab requirement has been dropped as a 2 unit savings as the lab is not required for licensure.

First semester change:

NURS 2850 Introduction to Pharmacology and Nutrition (2 units) has been dropped from the curriculum due to student feedback as needing more Pharmacology, and that nutrition was well covered in the theory courses.

Second semester changes:

NURS 1040 Human Growth and Development (3 units) has been dropped from the curriculum due to student feedback that Human Growth and Development was well covered in the theory courses, and the mandate to decrease our overall units in the major.

NURS 2800 Introduction to Nursing (2 units) has been dropped due to student feedback that the NURS 4010 Issues Facing the Profession (3 units) and NURS 2800 seemed to repeat some of the same content. A new course was created NURS 2810 Professional Nursing: Pre Licensure (3 units) with content from both NURS 2800 & NURS 4010 for a better dissemination of necessary content.

NURS 2810 Professional Nursing: Pre-Licensure (3units) was created to include new AACN Essential mandates and omit repetitive content from N-2800 and N-4010.

NURS 2860 Pharmacology in Nursing will be changed from a 2 unit course to 3 units to better cover the content and to meet the needs of the students.

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NURS 2900 Adult Health I (4 Units) will decrease to a 3 unit course. The course was originally created as a four unit course before we had a Pharmacology course as Pharm was incorporated into this course. A number of years ago based on student and faculty feedback a separate Pharmacology course was created but the unit was never taken away from this course. Faculty believes that this course can be taught well in 3 units.

Third semester change:

No changes to third semester.

Fourth semester changes:

NURS 4800/10 Adult Health II/Clinical (3/3 units) will swap places in 5th semester with NURS 4400/10 Community Health Nursing/Clinical (3/3 units) which will move to 4th semester. NURS 4400/10 Community Health Nursing/Clinical will move into 4th semester based on feedback from faculty, students and our community partners that our students needed NURS 4800/10 Adult Health II/Clinical closer to the 6th semester prior to their NURS 4830 Pre-Licensure Clinical Practicum course.

Fifth semester changes:

NURS 4800/10 Adult Health II/Clinical (3/3 units) will be placed in the 5th semester to better serve the students during their 6th semester NURS 4830 Pre-Licensure Clinical Practicum (4 units) course.

Sixth semester changes:

NURS 4010 Issues Facing the Profession (3 units) will be dropped from the curriculum. The required content pieces have been combined with necessary NURS 2800 Introduction to Nursing pieces to form a new course offered in the second semester NURS 2810 Professional Nursing: Pre-Licensure.

Change to the ASBSN Program:

The ASBSN program is offered in collaboration with CSU Sacramento with the first cohort of students graduating in May 2013. Based on discussions with CSU Sacramento, our next collaborate arrangement will begin in May 2013, as this first group completes the program.

The School of Nursing is requesting permission to admit one cohort of students to the ASBSN program in November 2012; exclusively offered by CSU Stanislaus. The only programmatic change will be that all didactic courses will be taught by CSU Stanislaus faculty. The changes to the Stanislaus overall curriculum are the only anticipated changes. To maintain alignment between the pre-licensure program and the ASBSN, the pre-requisite biochemistry lab and human growth and development have been omitted and the combination course of 2800 and 4010, now called NURS 2810 Professional Nursing will replace 2800 and 4010 courses. Finally, 2850 Intro to Pharm and Nutrition will not be offered.

The School of Nursing is seeking this change in response to the large number of qualified students seeking admission to our accelerated program. With planned opening of two new health facilities in the Stockton area, the increased opportunities for employment justify the additional cohort of students.

Overall curriculum changes are:

Cut N-1040 (3 units)

Cut N-2850 (2 units)

Cut N-2900 from 4 units to 3 units (1 unit)

Cut N-4010 (3 units)

Cut N-2800 (2 units)

Cut CHEM 2110/12 (2 units)

Add N-2810 (3 units)

Add 1 unit to N-2860 from 2 units to 3 units

The School of Nursing at California State University Stanislaus respectfully requests approval of these changes. Please feel free to contact me if you have any questions and I will be happy to provide any additional information.

Sincerely,

A handwritten signature in cursive script, reading "Debbie Tavernier". The signature is written in dark ink and is positioned below the word "Sincerely,".

Dr. Debbie Tavernier, EdD, MSN, RN
Director, School of Nursing



CALIFORNIA STATE UNIVERSITY, STANISLAUS

SCHOOL OF NURSING
MAJOR CURRICULUM REVISION, BACCALAUREATE PROGRAM, 2012

DR. DEBBIE TAVERNIER EDD, MSN, RN

The Following Tables provides a comparison of the old curriculum with the new curriculum.

Mission & Goals	
Old	New
<p>The mission of the Department of Nursing is to prepare baccalaureate level registered nurses for broad scoped professional nursing practice. The Department of Nursing is committed to creating a learning environment which encourages faculty, staff, and students in the department to realize their potential, to appreciate and contribute to the health and enrichment of diverse communities, to promote a caring attitude, to be leaders in their communities, and to develop a passion for life-long learning.</p> <p>To facilitate this mission we</p> <ul style="list-style-type: none"> • Promote academic excellence in the teaching and scholarly activities of our faculty • Encourage personalized student learning • Foster interactions and partnerships with our surrounding health care agencies • Provide opportunities for the intellectual, cultural, and professional development of the nursing community 	<p>The mission of the School of Nursing at CSU Stanislaus is to improve the health and wellness of diverse populations through the advancement of nursing science, promotion of excellent clinical scholarship and practice, and the development of leadership in the healthcare environment. The School provides baccalaureate and graduate student-centered learning environments that utilize technological innovation, promote clinical reasoning, and encourage lifelong learning.</p> <p>Specifically, the goals of the School of Nursing are to prepare practitioners who will:</p> <ul style="list-style-type: none"> • Provide patient-centered care • Work in interdisciplinary teams • Employ evidence based practice • Apply quality improvement • Utilize information from a variety of sources

Philosophy & Framework	
Old	New
<p>The faculty of CSU Stanislaus Department of Nursing supports the mission of the University and the College of Arts, Letters, and Sciences. The philosophy regarding clients, health, environment, nursing practice and nursing education is consistent with the University and College mission and goals.</p> <p>Clients include individuals, families, groups and communities with culturally defined forms of health seeking, self-care, and caring behaviors. They are holistic beings, capable of evolving to ever-higher levels of function. Self-care and care of others for continuing growth and development requires ongoing adaptation to changing conditions. When this adaptive ability is actually or potentially impaired, nursing interventions may be required. Cultural beliefs, values, and lifeways, plus individual patterns of response to stress affect the course of actions clients will select. When clients receive health care services their autonomy is to be honored, and they are to be treated respectfully and justly regardless of their social or economic status, personal characteristics, or the nature of the health condition.</p> <p>Health is a dynamic process, which consists of interrelated biological, psychological, sociocultural and spiritual dimensions. It is constantly changing and exists on a continuum of wellness to illness from birth through end-of-life. Culturally based beliefs, values, and lifestyles, natural and social environments, genetic background, and developmental level all affect the client's experience and definition of health and illness. Achievement of health is based on client self-care and care of others as well as the capabilities and motivation of health care providers.</p> <p>Clients interact with a changing biophysical and sociocultural environment, which is</p>	<p>The CSU Stanislaus School of Nursing derives its mission and philosophy from the goals of the University and the College of Human and Health Sciences. The mission and philosophy regarding nursing education and nursing practice are consistent with the University and College missions as they relate to leadership, collaboration, scholarship, diversity, and service to the community.</p> <p>The Baccalaureate and Master's Essentials of the American Association of Colleges of Nursing and the School's philosophical beliefs provide the framework for the baccalaureate and graduate curriculum at CSU Stanislaus. Our Philosophical Beliefs are articulated below through the topics of Professional Nursing Education and Nursing Practice. We believe:</p> <p><u>PROFESSIONAL NURSING EDUCATION</u> is a science based process and draws on the curricular philosophies of humanism and pragmatism. During their studies, students will encounter an abundance of intellectual diversity, new knowledge, different perspectives, competing ideas, and alternative claims of truth. The process of professional nursing education is personalized, taking into consideration individual student differences including culture, ethnicity, diverse learning styles, student goals, ways of life, and support systems. Faculty believe students are unique individuals capable of thinking logically, analyzing critically, and communicating effectively. Faculty believe teaching and learning are lifelong, self-directed processes that encompass the acquisition of nursing knowledge, skills, and attitudes. Teaching integrates knowledge through the eclectic processes of sharing knowledge, facilitating the exploration of ideas and values, while</p>

essential to their existence, ongoing development, and health. Environmental conditions influence clients' quality of life and ability to care for themselves and each other. The pluralistic nature of the United States and the world, a complex health care environment, and a public which desires affordable, accessible, and quality care with choices, constitute ongoing environmental challenges in the delivery of nursing services.

Professional **nursing practice** is humanistically and scientifically based caring behaviors expressed toward clients with actual or potential health problems. Nurses exhibit the role of providers of care by a holistic approach to client teaching and advocacy, clinical judgments based on critical thinking, values and ethics, and culturally competent interactions with diverse populations. They also function as designers, managers, and coordinators of care through delegating, supervising, and evaluating others, and using theory and research findings in the context of a multidisciplinary changing health care system. As members of a profession, nurses practice from a broad knowledge base; use critical thinking, communication and assessment and technical skills; manifest the professional core values of altruism, autonomy, human dignity, integrity, and social justice; and understand and participate in regulatory and political processes affecting health care.

Nursing education is a caring, collaborative, continuous, and dynamic process shared by students, faculty, administration and the community of nursing. Faculty believes that each student has unique abilities to accept responsibility for learning and thinking critically. The process of professional nursing education is personalized, taking into consideration individual students differences such as culture, ethnicity, and diverse learning styles, student goals, and support systems. Nursing education utilizes active learning

utilizing a variety of strategies and respecting all learning styles. Students assume primary responsibility and accountability for learning and deserve to have the best opportunities for learning in order to improve health outcomes for the populations to whom they provide nursing care.

NURSING PRACTICE is both a science and an art involving direct care of the sick, health promotion and clinical prevention, and population based health care. Nursing practice occurs in an increasingly diverse environment in which the nurse provides patient-centered care that identifies, respects, and addresses patients' differences, values, preferences, and expressed needs (IOM, 2003a). Attention to quality and safety, scientific advances in genetics and genomics, an aging population, increased prevalence of chronic illness, and technological and therapeutic advances will continue to impact nursing practice. Students must be prepared to adapt to this ever changing landscape, thus the following philosophical beliefs provide a foundation for the nursing curriculum at CSU Stanislaus:

Health exists on a continuum from wellness to death, and is interpreted individually through emotional, physical, spiritual, and behavioral values and beliefs. Using a holistic approach, the nurse's role is to work collaboratively with patients, families, and populations to optimize health, wellness, and function, or to achieve a dignified and peaceful death.

Patients include individuals, families, groups, and communities with a broad range of needs. Faculty believe patients are worthy of respect regardless of their values, beliefs, experiences, goals, and ways of life. Each person is an autonomous individual with innate abilities, resources, experiences, and value systems that guide decision-

<p>approaches, and incorporates information and health care technologies. Nursing education is influenced by communication, past and present teaching-learning experiences, environmental conditions, and motivation levels of students and faculty. Baccalaureate nursing education is an integration of liberal education, including the arts, humanities, and the social, physical, and biological sciences. It prepares graduates to practice as professional nurses in all nursing care settings and to continue in graduate study.</p>	<p>making regarding health issues. Patients have the right and responsibility for their own behaviors and healthcare decisions. The Environment is a dynamic, constantly changing system comprised of biological, psychological, spiritual, behavioral, and socio-cultural factors that affect health. Faculty believe that through health promotion, disease prevention, illness care, and the close monitoring of and adherence to safety and quality, the environment can be modified, leading to alterations in patient outcomes.</p> <p>Nursing is a theory-driven, science based profession, actualized through the art of evidence-based practice. Clinical practice, research, education, and service are the foundation for professional nursing practice. The professional nurse is responsible for and accountable to individuals, families, aggregates, the community, and society. In collaboration with other disciplines, nurses offer distinctive care which includes health promotion and disease prevention. Nurses design, manage, provide, and coordinate care across the lifespan.</p>
Student Learning Outcomes	
Old	New
<ol style="list-style-type: none"> 1. Integrates knowledge from the liberal arts and sciences in making judgments. 2. Demonstrates professional values which derive from the core value of caring: altruism, autonomy, human dignity, integrity, and social justice. 3. Uses critical thinking as an integral part of all decision making. 4. Demonstrates competent verbal, nonverbal, written, and technological communication in interdisciplinary settings. 5. Performs accurate and comprehensive client assessments regarding health status that include the following: data collection, diagnoses, plan, 	<ol style="list-style-type: none"> 1. Integrate (define or describe for 2900) evidence-based theories and concepts appropriate to age appropriate population (AACN Essential 3) 2. Use inquiry, analysis, and information literacy to address practice issues in adult health, pediatrics, obstetrics, mental health, geriatrics and community health (AACN Essentials 3, 4) 3. Examine protective, predictive, and risk factors, including illness and injury prevention, risk reduction, health promotion, and environmental health to age appropriate population (AACN

<p>interventions, and evaluation.</p> <ol style="list-style-type: none"> 6. Performs technical skills competently using healthcare technologies in nursing care situations. 7. Utilizes knowledge of health promotion, risk reduction, and disease prevention, illness and disease management, and information and health care technologies as required in nursing interventions in varying health care situations. 8. Practices within an ethical decision-making framework and follows legal guidelines. 9. Modifies nursing interventions respecting culture-specific values, beliefs, and lifestyles of diverse populations. 10. Appreciates the uniqueness and diversity of local, regional, and global environments that affect health care. 11. Understands health care systems and policy, along with legal and regulatory processes, that impact nursing and health care delivery. 12. Performs as a provider of care by using theoretical and research-based knowledge, and when developing partnerships with clients and interdisciplinary team members. 13. Performs as a designer/manager/coordinator of care through leading, collaborating, delegating, negotiating, coordinating, and evaluating within interdisciplinary systems. 14. Performs as a member of the nursing profession through lifelong learning, professional behavior, and advancement of the profession. 	<p>Essential 7)</p> <ol style="list-style-type: none"> 4. Assess/Provide health/illness beliefs, values, spirituality, attitudes, and practices of individuals, families, groups, communities, and populations across the lifespan (AACN Essential 7). 5. Participate in patient and/or population based quality and safety initiatives, recognizing that these are complex system issues (AACN Essential 2). 6. Demonstrate competence in the role of provider of care using clinical reasoning, ethical decision making, best evidence, and legal guidelines in the provision of nursing care throughout the lifespan. (AACN Essentials 5, 9) 7. Conduct comprehensive and focused assessments using developmentally and culturally appropriate approaches. (AACN Essentials 7, 9) 8. Provide spiritually and culturally sensitive health care in collaboration with families, healthcare professionals, and other relevant individuals. (AACN Essential 9) 9. Demonstrate competence in verbal, nonverbal, written and technological communication in inter-professional and intra-professional settings. (AACN Essential 6) 10. Demonstrate competence in health teaching that reflects developmental stage, age, culture, spirituality, patient preferences, health knowledge, and literacy. (AACN Essential 9) 11. Create a safe care environment that results in high quality
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	<p>patient outcomes. (AACN Essentials 2, 4, 9)</p> <p>12. Assume accountability for professional behaviors including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers. (AACN Essentials 8, 9)</p>
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New Course Objectives

NURS 2000 - Health Assessment & Lab

1. Conduct a comprehensive, focused, and bedside physical, behavioral, psychological, environmental health assessment including the health history and physical examination across the lifespan. (9)
2. Perform health histories, including environmental exposure, use of complementary and alternative therapies, and family history that recognizes genetic predictors, to identify bio-cultural variations and current and future health problems. (1, 9)
3. Demonstrate effective verbal and nonverbal communication techniques to obtain a health history. (6, 9)
4. Use developmentally and culturally appropriate approaches to provide patient education, aimed at health promotions, risk reduction, and disease prevention. (8)
5. Apply appropriate health care tools in assessment, diagnosis, and provision of care. (9)
6. Describe pathophysiological changes associated with normal and abnormal physical findings. (1, 9)
7. Demonstrate competent written communication by recording data systematically using appropriate medical terminology. (6, 8)

NURS 2810 - Professional Nursing: Pre-Licensure

1. Explore historical events and theoretical foundations of nursing and understand how they impact contemporary nursing practice. (8)
2. Compare the education, roles, and perspectives of the nursing profession with other members of the healthcare team. (8)
3. Examine one's own values, beliefs and ethics to the values of the profession and describe how they impact nursing practice. (8)
4. Analyze and discuss professional competencies including:
 - Patient-centered care including patient rights
 - Teamwork and collaboration
 - Evidence based practice
 - Quality improvement
 - Safety
 - Informatics to include confidentiality

NURS 2820 – Foundation of Clinical Nursing Practice

1. Use appropriate terminology, communication, and technology involved in the practice of nursing skills to support a safe environment for both the patient and healthcare worker.
2. Demonstrate the application of nursing psychomotor skills and abilities for the efficient, safe, compassionate, and competent delivery of patient care across the adult lifespan.
3. Describe the legal, ethical, evidenced-based, and safety principles that underlie all nursing psychomotor skills.
4. Promote factors that create a culture of patient safety and caring in a diverse patient population.

NURS 2860 – Pharmacology

1. Discriminate among major drug classes by their mechanisms of action and route of administration as it relates to the pathophysiology of the disease process. (1, 9)
2. Describe the physiological effects of specific pharmacological interventions and the associated nursing implications. (1, 9)
3. Recognize and identify the potential for drug-induced significant adverse effects, interactions, and toxicities of major and drug classes and commonly prescribed drugs. (9)
5. Identify and correlate significant indications and contraindications of specific drugs and classes.
6. Examine the ethnic and lifespan considerations involved in medication administration. (1, 9)
7. Explain nursing interventions related to the safe and effective administration of medications. (6, 9)
8. Provide patient education related to various pharmacological interventions. (6, 9)

NURS 2900 – Adult Health I

1. Identify research/evidence- based theories and concepts appropriate to adult health nursing.
2. Embark on use of inquiry, analysis, and information literacy to address practice issues in adult health nursing for the following areas:
 - a. Pathophysiological processes as related to common illnesses affecting adults;
 - a. Physiological and psychosocial rationales for therapeutic nursing interventions with adults;
 - b. Nursing management of common acute and chronic adult health problems;
 - c. Utilization of clinical reasoning to adapt nursing care approaches for a diverse adult population.
3. Explore predictive and protective factors, including illness and injury prevention, risk reduction, and health promotion appropriate to young, middle and older adult patients.
4. Explore the relevance of assessing for health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations as they relate to adults.
5. Identify effective inter and intra-professional communication techniques as they relate to the management of acute and chronic adult health issues.
6. Review patient and/or population based quality and safety initiatives, recognizing that these are complex system issues, as they relate to adult health care.

7. NURS 2910 – Adult Health I Clinical

1. Demonstrate beginning evidence-based competence in the role of provider of care with young, middle and older adults through the development and use of clinical reasoning, psychomotor skills, ethical decision making, and legal guidelines in the provision of nursing care.
2. Conduct accurate, concise and focused assessments of health and illness parameters in young, middle and older adults, using developmentally and culturally appropriate approaches
3. Identify and initiate the provision of spiritually and culturally sensitive health care for adult patients in collaboration with families, health care professionals, and other relevant individuals.
4. Demonstrate beginning competent verbal, nonverbal, written and technological communication in interprofessional and intraprofessional settings.
5. Demonstrate beginning competence in providing adult health teaching that reflects developmental stage, age, culture, spirituality, patient preferences, health knowledge and literacy.
6. Create a safe patient care environment that results in high quality patient outcomes.
7. Assume accountability of professional behaviors including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and their support systems, as well as among caregivers.

NURS 3320 – Leadership & Management Pre-Licensure

1. Demonstrate leadership in the ability to:
 - communicate effectively as a member of the intra and inter-professional team,
 - formulate decisions using evidence to implement quality improvement initiatives and systematic change for the provision of high quality nursing care,
 - create, implement, and evaluate policies and procedures (2, 3).
2. Apply quality improvement principles and methods to design and evaluate patient safety initiatives based on patient outcome measures, healthcare policy, and cost effectiveness, with an emphasis on nurse sensitive indicators. (2)
3. Discuss the use of computer information systems (CIS) in the provision of quality health care including evaluation, workflow, and care process re-design. (4)
4. Describe the organization of healthcare finance, including business principles, patient and system cost factors, and the implications of various reimbursement strategies.(5)
5. Use a wide variety of communication techniques to resolve conflict and manage group dynamics as methods of developing positive professional working relationships. (6, 9)
6. Demonstrate understanding of complex organizational systems including but not limited to: structure, mission, vision, philosophy, and values. (2)
7. Explain the roles and responsibilities of the regulatory agencies and their effect on patient care quality, workplace safety, and the scope of nursing and other health professionals' practice.(5)
8. Demonstrate the ability to delegate using the Rights of Delegation (2).

NURS 3600 – Transcultural Nursing

1. Describe key evidence-based cultural concepts and phenomena essential to a holistic approach to nursing care through the lifespan.
2. Apply current culture care theories and/or models relevant to the provision of nursing care.
3. Provide safe nursing care through the identification of specific nursing issues, clinical problems, and ethical dilemmas resulting from intercultural miscommunication, differing world views, and lack of cultural humility.
4. Analyze cultural factors such as value orientation, life style, family structure, historical antecedents, socio-cultural changes and their influence on health and illness.
5. Compare and contrast the Western medical model of health care and traditional healing practices.
6. Reflect on one's own beliefs and values as they relate to human dignity and professional practice, in order to provide fair treatment in relation to race, ethnicity, spirituality, socioeconomic status, disability, citizenship, age, gender, and way of life.

NURS 3700 - Introduction to Nursing Research

1. Appraise the contribution that nursing research and theory make to the development of nursing science.
2. Use the research process to enhance critical thinking skills for professional decision making.
3. Use information technology to locate research information.
4. Describe strengths and complementary uses of both quantitative and qualitative research methodologies.
5. Interpret selected statistical techniques.
6. Critique nursing research studies.
7. Use findings from research to improve nursing practice.
8. Understand ethical principles applied in research to protect human subjects and reflect the professional values of altruism, autonomy, human dignity, and social justice.

NURS 3800 - Pediatric Nursing

1. Integrate research based theories and concepts appropriate to the pediatric patients and their families. (3)
2. Assess health/illness beliefs, values, spirituality, attitudes and practices of pediatric patients and their families. (7)
3. Examine, protective, predictive, and risk factors, including illness and injury prevention, risk reduction, health promotion, and environmental health to pediatric patients and their families.
4. Conduct a comprehensive assessment using developmentally and culturally appropriate approaches. (8 & 9)
5. Use effective communication techniques with pediatric patients and their families in the provision of nursing care.
6. Demonstrate competence in health teaching that reflects developmental age, culture, spirituality, patient preferences, health knowledge and literacy. (9)

7. Apply principles of holistic family centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, and therapeutic nursing management of common acute and chronic pediatric health problems. (9)
8. Identify complementary and alternative modalities used with issues surrounding health, end-of-life and palliative care for pediatric patients and their families. (9)

NURS 3820 – Reproductive Nursing

1. Integrate evidence-based theories and concepts appropriate to childbearing families
2. Use inquiry, analysis, and information literacy to address practice issues in family based nursing
3. Examine protective, predictive, and risk factors, including illness and injury prevention, risk reduction, health promotion, and environmental health appropriate to women and families during their reproductive years
4. Assess health/illness beliefs, values, spirituality, attitudes, and practices of individuals, families, groups, communities, and populations across the lifespan
5. Use effective inter and intra-professional communication techniques
6. Participate in patient and/or population based quality and safety initiatives, recognizing that these are complex system issues
7. Comprehend the complex patient centered nursing management of the childbearing populations, including pathophysiology, assessment, intervention, and evaluation
8. Recognize the ethically complex situations that occur in a variety of reproductive environments such as infertility clinics, emergency departments, labor & delivery, etc.
9. Conduct a health history, including environmental exposure and a family history that recognizes genetic risks, to identify current and future health problems
10. Recognize the relationship of genetics to health prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness, using a constructed pedigree from collected family history information as well as standardized symbols and terminology

NURS 3850 – Maternal/Child Health Clinical

1. Use inquiry, analysis, and information literacy to address practice issues in Maternal-Child Nursing. (3, 4)
2. Demonstrate competence in the role of provider of care for maternal, neonates, pediatrics, women, and families in relation to Maternal-Child Nursing using clinical reasoning, ethical decision making, best evidence, and legal guidelines in the provision of nursing care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management to maternal, neonates, pediatrics, women and their families. (5, 9)
3. Conduct comprehensive and focused assessments on maternal, neonatal, pediatric, and female patients using developmentally and culturally appropriate approaches. (7, 9)
4. Integrate data from all relevant sources, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of patient care. (3)
5. Provide spiritually and culturally sensitive health care in collaboration with the patient, families, healthcare professionals and other relevant individuals. (9)

6. Participate in patient and/or population based quality and safety initiatives, recognizing that these are complex issues. (2)
7. Demonstrate competence in verbal, nonverbal, written, and technological communication in inter and intraprofessional settings. (6)
9. Demonstrate competence in health teaching that reflects developmental stage, age, culture, spirituality, patient preferences, health knowledge and literacy. (9)
10. Facilitate patient-centered transitions of care, including discharge planning and ensuring the caregiver's knowledge of care requirements to promote safe care. (9)
11. Assume accountability for professional behaviors including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families, as well as among caregivers. (8, 9)

NURS 3900 – Mental Health Nursing

1. Explain the conceptual and research bases of mental health nursing, utilizing critical thinking particularly. (1, 9)
2. Discuss pathophysiological processes and psycho social rationales utilizing inquiry, analysis and information literacy to apply these concepts to common illnesses and address nursing interventions and management of mental health clients.(9)
3. Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships; use inter- and intra-professional communication and collaboration, applying therapeutic communication to deliver evidence-based, patient-centered care.(6)
4. Explain predictive, risk, and protective factors, including illness and injury prevention, risk reduction, health promotion and environmental health appropriate to mental health. (5, 7)
5. Discuss patient safety and quality care issues in mental health nursing, such as preservation of patient rights and confidentiality, patient safety in various clinical environments, suicide prevention, intervention, prevention of assault and intervention in interpersonal conflict, and care in crisis and disaster; including environmental risks to healthcare workers and consumers. (2, 4 9)
6. Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities and populations across the life span as relevant to mental health nursing.(7)
7. Summarize health care systems and policy that impact mental health nursing; discuss legal, economic, socio-cultural and political influences on the delivery of mental health nursing care, framing this as an ethical issue, especially in the case of vulnerable and diverse populations.(5,8)
8. Uphold ethical standards demonstrating use and evaluation of data from patient care technologies, information systems, and communication devices using standard terminology that support safe nursing practice and delivery of care; applies safeguards and decision making tools in these technologies and systems to support a safe environment for both patients and healthcare workers. (1,4)
9. Discuss patient and family care around resolution of end-of-life and palliative care issues, such as symptom management, support of rituals, and respect for patient and family preferences. (9)

NURS 3910 - Mental Health Clinical

1. Demonstrate beginning evidence-base competence in the role of provider of care with individuals, young to older adult, and families in relation to mental health promotion/risk reduction/acute and chronic disease prevention, in a compassionate manner using critical thinking, ethical decision making, and legal guidelines in the provision of nursing care (5, 9)
2. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in mental health client, patients, using developmentally and culturally appropriate approaches, establish and update patient plan of care based on assessment, collaboration with the healthcare team and with the consumer and (with consumer's consent), support system, to provide optimal patient outcome (9)
3. Demonstrate beginning competence in performing, teaching, delegating, and supervising basic nursing skills that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care, implement evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health for patients age 18 and older (9)
4. Demonstrate skills and evaluate data using ethical standards while using patient care technologies, information systems, and communication devices that support safe nursing practice, apply safeguards and decision making support tools embedded in these technologies and systems to support a safe practice environment for both patients and healthcare workers and support the delivery of care (4) Demonstrates competent verbal, nonverbal, and written, and technological communication in interdisciplinary collaborations, use standardized terminology in a care environment that reflects nursing's unique contribution to patient outcomes; use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care (4, 6)
5. Demonstrate competence in ensuring patient safety including suicide prevention, intervention in interpersonal conflict and prevention of assault while preserving patient rights utilizing safe, legal, and ethical care practices while protecting patient privacy and confidentiality of patient records and other privileged communications (2, 8, 9)
6. Facilitate patient transitions (unit to unit, inpatient to outpatient, new admissions to inpatient units and discharge planning), ensuring the consumer and their support system has knowledge of systems and environment is safe, advocate for consumers of mental health services and their support systems as well as for the practice of mental health nursing (5, 9)
7. Collaborate with other healthcare professionals and patients to provide evidence based nursing care focused on optimal patient outcomes, health promotion, and disease and injury prevention, acknowledge and respect patient's spiritual, ethnic/cultural and personal values to include knowledge of complementary & alternative medicine (7, 9)
8. Assume accountability of personal and professional behaviors including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers; provide care based on use of self in a therapeutic relationship with the consumer, demonstrating identification of risks that impact professional choices/behaviors, recognize one's own frame of reference and communicate appropriately with the health care team to ensure safe and effective patients patient care (8, 9)

9. Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships while contributing an unique nursing perspective with all members of the healthcare team, which includes the patient and the patient's support network (6, 9)
10. Use behavioral change techniques and therapeutic communication to promote health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, & follow-up for patients age 18 and older. (7)

NURS 4400 – Community Health Nursing

1. Integrate research based theories and concepts appropriate to population based health care.
2. Use inquiry, analysis, and information literacy to address practice issues in population based health care and community based nursing.
3. Examine predictive, risk and protective factors, including illness and injury prevention, risk reduction, and health promotion appropriate to community health populations,
4. Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations.
5. Explore the impact of socio-cultural, economic, legal and political factors influencing healthcare delivery and practice.
6. Explore the determinants of health, available resources and the range of activities that contribute to health and the prevention of illness, injury, disability and premature death.
7. Advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities.
8. Discuss the various types of community health nursing practice including the roles of provider and designer/manager/coordinator of care unique to each setting.
10. Identify the health, healthcare & emergency preparedness needs of a population.
11. Participate in quality patient and/or population based safety initiatives, recognizing that these are complex system issues, which involve individuals, families, groups, communities, populations, and other members of the healthcare team.
12. Demonstrate competence in health teaching that reflects developmental stage, age, culture, spirituality, client preferences, health knowledge, and literacy.

NURS 4410 - Community Health Nursing Clinical

1. Demonstrate competence in the role of provider of care using clinical reasoning, ethical decision making, best evidence, and legal guidelines in the provision of nursing care and health promotion throughout the lifespan. (5, 9)
2. Conduct comprehensive and focused population based assessments using developmentally and culturally appropriate approaches. (7, 9)
3. Provide spiritually and culturally sensitive health care in collaboration with families, healthcare professionals, and other relevant individuals. (9)
4. Demonstrate competence in verbal, nonverbal, written, and technological communication in inter-professional and intra-professional settings. (6)
5. Demonstrate competence in health teaching that reflects developmental stage, age, culture, spirituality, client preferences, health knowledge, and literacy. (9)
6. Create a safe care environment that results in high quality patient outcomes. (2, 4, 9)

7. Assume accountability for professional behaviors including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers. (8, 9)
8. Differentiate between local, regional, and global environments and their effect on health care

NURS 4800 – Adult Health II

1. Integrate evidence based theories, concepts, and interventions appropriate to adult health nursing related to complex illness management and end of life processes.
2. Discuss pathophysiologic processes related to complex illness management across the lifespan.
3. Examine protective, predictive and risk factors including illness and injury prevention, risk reduction, health promotion, and environmental across the lifespan.
4. Use inquiry, analysis, and information literacy to address practice issues in caring for patient and families with complex health problems.
5. Utilize clinical reasoning and judgment to evaluate and adapt nursing care for diverse populations facing complex health problems.
6. Recognize how spiritual/cultural values and beliefs of patients, families, and healthcare providers impact healthcare.
7. Provide nursing care based on evidence that contributes to safe and high quality patient outcomes within healthcare microsystems

NURS 4810 - Adult Health Clinical

1. Integrate theoretical and evidence based knowledge from the liberal arts, nursing, and sciences in making nursing judgments.
2. Assess health/illness beliefs, values, spirituality, attitudes, and practices of individuals and families across the adult lifespan.
3. Participate in patient based quality and safety initiatives, recognizing that these are complex system issues.
4. Utilize core nursing knowledge to promote health, reduce risk, and assist patients and families to prevent and/or manage illness and injury.
5. Demonstrate competence in the role of provider of care using clinical reasoning, ethical decision making, best evidence, and legal guidelines in the provision of nursing care throughout the adult lifespan.
6. Conduct comprehensive and focused assessments using developmentally and culturally appropriate approaches.
7. Provide spiritually and culturally sensitive health care in collaboration with families, healthcare professionals, and other relevant individuals.
8. Demonstrate competence in verbal, nonverbal, written and technological communication in inter- and intra-professional settings.
9. Implement health teaching that reflects developmental stage, age, culture, spirituality, patient/family preferences, readiness, health knowledge, and literacy.
10. Provide a safe care environment through the identification and competent implementation of appropriate nursing interventions leading to high quality patient outcomes.
11. Demonstrate professional values which derive from core values of caring, altruism, autonomy, human dignity, integrity, and social justice.

NURS 4820 - Pre-Licensure Seminar

1. Describe mechanisms to resolve discrepancies between nursing practice and identified standards of practice that may adversely impact patient outcomes.
2. Demonstrate the ability to use evidence, patient care technologies, information systems, and communication devices to support safe, high-quality nursing practice.
3. Recognize the relationship between personal health, self-renewal, and the delivery of sustained quality care.
4. Demonstrate the professional nursing roles of leader, provider/designer/manager/coordinator of care and member of the nursing profession.
5. Discuss the process of transitioning from student to professional nurse.
6. Identify strategies and review content to promote successful passage of the NCLEX exam.

NURS 4830 - Pre-Licensure Practicum

1. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care across the lifespan.
2. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.
3. Function effectively within nursing and intraprofessional teams, fostering open communication, mutual respect, negotiation, and shared decision making to achieve quality nursing care.
4. Recognize the patient, family, or population as the source of control and full partner in providing compassionate and coordinated care based on respect for human dignity, preferences, culture, and/or way of life.
5. Describe inter- and intraprofessional mechanisms to resolve practice discrepancies, including ethical, unsafe, and/or illegal care practices.
6. Participate in quality and patient safety initiatives, recognizing that there are complex systems issues.
7. Educate patients and taking into consideration barriers, readiness, and beliefs as well as mechanisms for evaluating learning in diverse populations
8. Participate as a member of the profession, through advocacy, lifelong learning, and professional involvement.

Overall Program Changes

The existing program is detailed in the left column; the proposed program is detailed in the right column.

An overall summary of the changes are:

Cut N-1040 (3 units)

Cut N-2850 (2 units)

Cut N-2900 from 4 units to 3 units (1 unit)

Cut N-4010 (3 units)

Cut N-2800 (2 units)

Cut CHEM 2110/12 (2 units)

Add N-2810 (3 units)

Add 1 unit to N-2860 from 2 units to 3 units

Change to Co-Requisites:

PHIL 4401 – DNA: The code of Life was a required co-requisite, with the budget cuts the College of Natural Science was only able to offer this course once each academic year with only 30 seats. In order to accommodate the students' needs the students may take any course offered in the F1 a. or b. categories.

Changes to the program are highlighted in yellow.

Current Program	Proposed Program
Prerequisites or Equivalent for the Pre-licensure Track (30 Units) <ol style="list-style-type: none"> ENGL 1001 , ENGL 1002 , or ENGL 1005 ZOOL 2230 and ZOOL 2232 ZOOL 2250 CHEM 2100 and CHEM 2110 or CHEM 3010 ENGL 2000 , PHIL 2000 , PHIL 2100 , or PHIL 2005 COMM 2110 or COMM 2000 MATH 1600 MBIO 2010 or MBIO 3010 and MBIO 3032 The Major — Pre-licensure BSN Track <ul style="list-style-type: none"> NURS 1040 - Human Development Over the Life Span NURS 2800 - Introduction to Nursing Practice NURS 2820 - Foundations of Clinical Nursing Practice NURS 2850 - Introduction to Pharmacology and Nutrition NURS 2860 - Pharmacology in Nursing NURS 2900 - Adult Health Nursing I NURS 2910 - Adult Health Nursing I Clinical NURS 2000 - Health Assessment NURS 3320 - Pre-licensure Nursing 	Prerequisites or Equivalent for the Pre-licensure Track (28 Units) <ol style="list-style-type: none"> ENGL 1001 , ENGL 1002 , or ENGL 1005 ZOOL 2230 and ZOOL 2232 ZOOL 2250 CHEM 2100 or CHEM 3010 ENGL 2000 , PHIL 2000 , PHIL 2100 , or PHIL 2005 COMM 2110 or COMM 2000 MATH 1600 MBIO 2010 or MBIO 3010 and MBIO 3032 The Major — Pre-licensure BSN Track <ul style="list-style-type: none"> NURS 2810 (NEW) – Professional Nursing NURS 2820 - Foundations of Clinical Nursing Practice NURS 2860 - Pharmacology in Nursing NURS 2900 - Adult Health Nursing I NURS 2910 - Adult Health Nursing I Clinical NURS 2000 - Health Assessment NURS 3320 - Pre-licensure Nursing Leadership and Management (WP) NURS 3600 - Transcultural Nursing Care or NURS 3060 - Cultural Variations in Health Care: A Comparative Analysis of Cultures

<ul style="list-style-type: none"> ▪ Leadership and Management (WP) ▪ NURS 3600 - Transcultural Nursing Care ▪ or ▪ NURS 3060 - Cultural Variations in Health Care: A Comparative Analysis of Cultures ▪ NURS 3700 - Introduction to Nursing Research ▪ NURS 3800 - Pediatric Nursing ▪ NURS 3820 - Reproductive Health Nursing ▪ NURS 3850 - Maternal-Child Health Clinical ▪ NURS 3900 - Mental Health Nursing ▪ NURS 3910 - Mental Health Nursing Clinical ▪ NURS 4010 - Issues Facing the Profession ▪ NURS 4830 - Pre-licensure Clinical Practicum ▪ NURS 4400 - Community Health Nursing ▪ NURS 4410 - Community Health Nursing Practicum ▪ NURS 4800 - Adult Health Nursing II ▪ NURS 4810 - Adult Health Nursing II Clinical ▪ NURS 4820 - Pre-licensure Seminar <p>Corequisites — Pre-licensure BSN Track (12 units of the required General Education units)</p> <ul style="list-style-type: none"> ▪ SOCL 1010 - Introduction to Sociology ▪ PSYC 2010 - Introduction to Psychology ▪ BIOL 4350 - DNA: The Code of Life ▪ PHIL 4401 - Professional Ethics or PHIL 4430 - Bioethics 	<ul style="list-style-type: none"> ▪ NURS 3700 - Introduction to Nursing Research ▪ NURS 3800 - Pediatric Nursing ▪ NURS 3820 - Reproductive Health Nursing ▪ NURS 3850 - Maternal-Child Health Clinical ▪ NURS 3900 - Mental Health Nursing ▪ NURS 3910 - Mental Health Nursing Clinical ▪ NURS 4830 - Pre-licensure Clinical Practicum ▪ NURS 4400 - Community Health Nursing ▪ NURS 4410 - Community Health Nursing Practicum ▪ NURS 4800 - Adult Health Nursing II ▪ NURS 4810 - Adult Health Nursing II Clinical ▪ NURS 4820 - Pre-licensure Seminar <p>Corequisites — Pre-licensure BSN Track (12 units of the required General Education units)</p> <ul style="list-style-type: none"> ▪ SOCL 1010 - Introduction to Sociology ▪ PSYC 2010 - Introduction to Psychology ▪ F1 a or b ▪ PHIL 4401 - Professional Ethics or PHIL 4430 - Bioethics
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REQUIRED CURRICULUM: CONTENT REQUIRED FOR LICENSURE

Submit in DUPLICATE.

Program Name: California State University, Stanislaus	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate (generic) <input type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Date of Implementation: Fall 2012	
Academic System: <input checked="" type="checkbox"/> Semester <u>15*</u> weeks/semester (*1hr = 50 min) <input type="checkbox"/> Quarter _____ weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	54	50*
Theory	(18)	(27)	(35)	(31)*
Clinical	(18)	(27)	(19)	(19)
Communication Units	6	9	9	9
Science Units	16	24	23	21*
TOTAL UNITS FOR LICENSURE	58	87	86	80*
Other Degree Requirements			40-43	40-43^
TOTAL UNITS FOR GRADUATION			126-127	120-123^

^Depending if they take a combined F-3/G Upper Division General Education class or if they take them separately

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	NURS 3900/10	Mental Health Nursing & Clinical
Personal Hygiene	NURS 2810	Foundations of Clinical Nursing Practice
Human Sexuality	NURS 2900/10 NURS 3820/3850 NURS 3900/10 NURS 4800/10	Adult Health I/Clinical Reproductive Health/Clinical Mental Health/Clinical Adult Health/Clinical
Client Abuse	NURS 2900/10 NURS 3800/3850 NURS 3820/3850 NURS 3900/10 NURS 4800/10	Adult Health I/Clinical Pediatrics/Clinical Reproductive Health/Clinical Mental Health/Clinical Adult Health II/Clinical

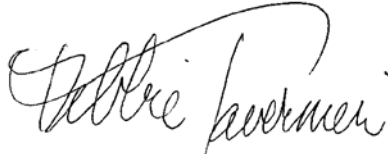
Cultural Diversity	NURS 2860 NURS 2900/10 NURS 3600 NURS 3800/3850 NURS 3820/3850 NURS 3900/10 NURS 4800/10	Pharmacology Adult Health I/Clinical Transcultural Nursing Pediatrics/Clinical Reproductive Health/Clinical Mental Health/Clinical Mental Health II/Clinical
Nutrition	NURS 2900/10 NURS 3800/3850 NURS 3820/3850 NURS 4800/10	Adult Health I/Clinical Pediatrics/Clinical Reproductive Health/Clinical Adult Health II/Clinical
Pharmacology	NURS 2860 NURS 2900/10 NURS 3800/3850 NURS 3820/3850 NURS 4800/10 NURS 4230 NURS 4820	Pharmacology in Nursing Adult Health I/Clinical Pediatrics/Clinical Reproductive Health/Clinical Adult Health II/Clinical Pre-Licensure Advanced Clinical Nursing Practicum Pre-Licensure Seminar
Legal Aspects	NURS 2810 NURS 2860 NURS 3800/3850 NURS 3820/3850 NURS 4800/10 NURS 3320	Professional Nursing: Pre-Licensure Pharmacology Pediatrics/Clinical Reproductive Health/Clinical Adult Health II/Clinical Leadership and Management
Social/Ethical Aspects	NURS 2810 NURS 2900/10 NURS 3800/3850 NURS 3820/3850 NURS 4800/10 NURS 4230	Professional Nursing: Pre-Licensure Adult Health I/Clinical Pediatrics/Clinical Reproductive Health/Clinical Adult Health/Clinical Pre-Licensure Advanced Clinical Nursing Practicum
Management/Leadership	NURS 2810 NURS 2900/10 NURS 3320 NURS 3800/3850 NURS 3820/3850 NURS 4800/10 NURS 4230 NURS 4820	Professional Nursing: Pre-Licensure Adult Health I/Clinical Leadership and Management Pediatrics/Clinical Reproductive Health/Clinical Adult Health II/Clinical Pre-Licensure Advanced Clinical Nursing Practicum Pre-Licensure Seminar

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	NURS 2000	Health Assessment/Lab	2/1
	NURS 2820	Foundations of Clinical Nursing Practice	3
	NURS 2860	Pharmacology in Nursing	3
	NURS 2900/10	Adult Health I Nursing/Clinical	3/3
	NURS 4800/10	Adult Health II Nursing/Clinical	3/3
	NURS 4820	Pre-Licensure Seminar	2
	NURS 4830	Pre-Licensure Advanced Clinical Nursing Practicum	4
Obstetrical	NURS 3820/3850	Reproductive Health Nursing/Maternal-Child Clinical	3/3
Pediatric	NURS 3800/3850	Pediatric Nursing/Maternal-Child Clinical	3/(3)
Psych/Mental Health	NURS 3900/10	Mental Health Nursing/ Mental Health Clinical	3/2
Geriatrics	NURS 2900/10	Adult Health I Nursing/Clinical	(3/3)
	NURS 3600	Transcultural Nursing	3
	NURS 3820	Reproductive Health	(3)
	NURS 3900/10	Mental Health Nursing/Clinical	(3/2)
	NURS 4800/10	Adult Health Nursing II/Clinical	(3/3)
	NURS 4230	Pre-Licensure Advanced Clinical Nursing Practicum	(4)
	NURS 4820	Pre-Licensure Seminar	(2)
Leadership & Management	NURS 2810	Professional Nursing	3
	NURS 3320	Nursing Leadership and Management	3
	NURS 4830	Pre-Licensure Advanced Clinical Nursing Practicum	(4)
BASIC SCIENCES			
Anatomy	ZOOL 2250/2252	Anatomy/Lab	3/1
Physiology	ZOOL 2230/2032	Physiology/Lab	3/1
Microbiology	MBIO 2012/12	Bacteriology for Nurses/Lab	3/1
Societal/Cultural Pattern	SOCL 1010	Introduction to Sociology	3
Psychology	PSYC 2010	Introduction to Psychology	3
Chemistry	CHEM 2100	Chemistry & Bio Chemistry for Nurses I	3
COMMUNICATION			
Group-OR	COMM 2110	Group Discussion -OR	3
Verbal	COMM 2000	Public Speaking	(3)
Written	ENGL 1001, or 1002, or 1005, or 1007	First Year Composition, or First-Year Composition Computer Assisted, or Honors Composition, or First Year Composition (Stretch B)	3
	AND ENGL 2000, or PHIL 2000	Critical Inquiry Philosophical Inquiry	3
* TOTAL UNITS			80

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	NURS 4800/10 NURS 4820	Adult Health II Nursing/ Clinical Pre-Licensure Seminar	3/3 2
Psych/Mental Health	NURS 3900/10 NURS 4820	Mental Health Nursing/ Clinical Pre-Licensure Seminar	3/2 (2)
Geriatrics	NURS 4800/10 NURS 3900/10	Adult Health II Nursing/ Clinical Mental Health Nursing/Clinical	(3/3) (3/3)
Management/Leadership	NURS 2800 NURS 3320 NURS 4820 NURS 4230	Introduction to Nursing Leadership and Management Pre-Licensure Seminar Pre-Licensure Advanced Clinical Nursing Practicum	2 3 (2) 4
BASIC SCIENCES			
Physiology	Zool 2230/32	Physiology/Lab	3/1
Microbiology	MBIO 2010/2012	Bacteriology for Nurses/Lab	3/1
TOTAL UNITS			30
Signature Program Director/Designee:		Date:	
		6/19/12	

TOTAL CURRICULUM PLANExecutive Officer
(916) 322-3350**Submit in duplicate**

Name of Program: California State University Stanislaus							Date Submitted: 6/19/12					
Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree *Revision ~ p.1							For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____					
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.												
Check appropriate year: Pre-requisites 15 wk sem <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		Total Units		Theory		Lab		Total Hrs		
						Units		Hr/Wk		Theory Lab		
Quarter/Semester												
1 st Semester												
<div style="display: flex; justify-content: space-between;"> MSOCPG </div>												
ENG1001 Comp							3		3		0 0 45 0	
CHEM2100							3		3		0 0 45 0	
ZOOL2250/52 Anat							4		2		2 6 30 90	
COMM2110 Grp Dis							3		3		0 0 45 0	
OR COMM 2000												
<div style="display: flex; justify-content: space-between;"> </div>												
Total							13		11		11 2 6 165 90	
Quarter/Semester												
2 nd Semester												
<div style="display: flex; justify-content: space-between;"> MSOCPG </div>												
ZOOL2230 Physio							3		3		0 0 45 0	
ZOOL2232 Physio L							1		0		0 3 0 45	
PHIL2000 CT OR							3		3		0 0 45 0	
ENGL 2000 CT												
Math1600 Stats							4		4		3 0 2 45 30	
CHEM2100 BioChe							3		3		3 0 0 45 0	
Total							14		13		12 1 5 180 75	
Quarter/Semester												
<div style="display: flex; justify-content: space-between;"> MSOCPG </div>												
Total												

TOTAL CURRICULUM PLANExecutive Officer
(916) 322-3350

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Name of Program: California State University Stanislaus Pre-Licensure Program							Date Submitted: 6/19/12							
Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree *Revision ~ p.2							For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____							
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.														
Check appropriate year: 15 week semesters <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		Total Units		Theory Units Hr/Wk		Lab Units Hr/Wk		Total Hrs Theory Lab				
Quarter/Semester 1 st Semester		M	S	O	C	P	G							
N-2800 HA/Lab		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	2	3	1	4.5	30	45
N-2820 Foundat		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	0	0	3	13.5	0	135
N-3700 Research		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0	0	45	0
PSYC-2010		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0	0	45	0
if needed		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Total							12	8	9	4	18	120	180	
Quarter/Semester 2 nd Semester		M	S	O	C	P	G					Total Hrs		
N-2810 Int to Prof		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0	0	45	0
N-2860 Pharm		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0	0	45	0
N-2900 Adlt Hlth I		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	3	3	0	0	45	0
N-2910 AH Clinical		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	0	0	3	9	0	135
P.E. if req ≤25 yr		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*1	1	1	0	0	1	15
Total							12-13	10	10	3	9	135-136	149-150	
Quarter/Semester 3 rd Semester		M	S	O	C	P	G					Total Hrs		
N-3820 Repro H		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0	0	45	0
N-3800 Pediatrics		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	3	3	0	0	45	0
N-3850 MC Clinical		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	0	0	3	9	0	135
N-3600 Transcult		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0	0	45	0
Total							12	9	9	3	9	135	135	

* 1 unit PE if age 25 or under
EDP-P-05 (Rev. 08/10)

TOTAL CURRICULUM PLANExecutive Officer
(916) 322-3350**Submit in duplicate**

Name of Program: California State University Stanislaus							Date Submitted: 6/19/12									
Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree *Revision ~ p. 3							For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____									
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.																
Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 & <input checked="" type="checkbox"/> 4		Check: <input type="checkbox"/> Semester <input type="checkbox"/> Quarter		Total Units		Theory Units Hr/Wk		Lab Units Hr/Wk		Total Hrs Theory Lab						
Quarter/Semester 4 th Semester		M	S	O	C	P	G									
N3900 Ment Hlth		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3	3	3	0	0	45	0		
N3910 MH Clin		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2	0	0	2	2	0	90		
<i>PSCI1201 Am Gov</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0	0	45	0		
N4400 Com Hlth		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0	0	45	0		
N4410 CH Clinic		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	0	0	3	9	0	135		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Total								11-14	6-9	6-9	5	11	90-135	225		
Quarter/Semester 5 th Semester		M	S	O	C	P	G					Total Hrs				
N3320 L&M/WP		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	3	3	0	0	45	0		
N4800 Ad Hlth II		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	3	3	0	0	45	0		
N4810 AH Clinical		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	0	0	3	9	0	135		
PHIL4401 Prof Eth		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0	0	45	0		
<i>OR PHIL4430 Bio E</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Total								12	9	9	3	9	135	135		
Quarter/Semester 6 th Semester		M	S	O	C	P	G					Total Hrs				
N4830 PL Practi		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	0	0	4	12	0	180		
N4820 PL Seminar		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2	2	2	0	0	30	0		
UDGE F1a or F1b		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3	0	0	45	0		
<i>UDGE G if needed</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*3	3	3	0	0	45	0		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Total								9-12	8	8	4	12	120	0		

* Upper Division General Ed if needed.

TOTAL CURRICULUM PLANExecutive Officer
(916) 322-3350**Submit in duplicate**

Name of Program: California State University Stanislaus							Date Submitted: 6/19/12							
Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree *Revision ~ p.4							For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____							
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.														
Check appropriate year: 6 week sessions <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		Total Units		Theory Units Hr/Wk		Lab Units Hr/Wk		Total Hrs Theory Lab				
Quarter/Semester Summer yr. 1		M	S	O	C	P	G							
MBIO2012/12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	3	7	1	7	42	42
LDGE		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	7	0	0	42	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Total								7	6	14	1	7	84	42
Quarter/Semester Summer yr. 2		M	S	O	C	P	G					Total Hrs		
LDGE		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	7	0	0	42	0
LDGE		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	7	0	0	42	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Total								6	6	14	0	0	84	0
Quarter/Semester Summer yr. 3		M	S	O	C	P	G					Total Hrs		
LDGE		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	7	0	0	42	0
LDGE		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	7	0	0	42	0
SOCL1010 Int Soc		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*3	3	7	0	0	42	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Total								6-9	6-9	14-21	0	0	84-126	0

* If needed.

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

EDP-P-06 (Rev. 03/01)

Executive Officer
(916) 322-3350
(626) 575-7080**Submit in DUPLICATE.**

Program Name: California State University, Stanislaus	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Associate <input checked="" type="checkbox"/> Accelerated 2 nd Degree (ASBSN)	
Requesting new Curriculum Approval: <u>X</u> Major ___ Minor Date of Implementation: Fall 2012	
Academic System: <input checked="" type="checkbox"/> Semester - <u>Offered as six 10-week semesters.</u> <input type="checkbox"/> Quarter _____ weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum (Generic BSN program)	Proposed ASBSNc Option *Place asterisk next to proposed change
Nursing	36	54	52-53^	50*
Theory	(18)	(27)	(33-34)^	(31)*
Clinical	(18)	(27)	(19)	(19)
Communication Units	6	9	6	6
Science Units	16	24	30	21* Deleted: Hum Dev 3, Biochem lab 2; Moved to degree reqs: Stat 4.
TOTAL UNITS FOR LICENSURE	58	87	88-89	77*
Other Degree Requirements (Nursing Research, CHN, CHN Clinical)			9	13* Added from Sciences: Stat 4.
TOTAL UNITS FOR GRADUATION			97-98	90*

^ Reflects 1 unit difference between CSU, Stanislaus and SacState for Introduction to Nursing Course (2800). The course is eliminated with this revision.

List the course number(s) and titles(s) in which content may be found for the following required content areas:


REQUIRED CONTENT	Course Number	Course Titles
Alcohol & Chemical Dependency	NURS 3900/3910	Mental Health Nursing & Clinical
Personal Hygiene	NURS 2820	Foundations for Clinical Nursing Practice (Basic Skills)
Human Sexuality	NURS 3820/3850	Reproductive Health Nursing / Maternal-Child Health Clinical
Client Abuse	NURS 2900/2910 NURS 3800/3850 NURS 4400/4410	Adult Health Nursing I / Clinical Pediatric Nursing / Maternal-Child Health Clinical Community Health Nursing/Practicum
Cultural Diversity	NURS 3600 NURS 4400	Transcultural Nursing Care Community Health Nursing

Nutrition	NURS 2900/2910 NURS 3800/3850 NURS 3820/3850 NURS 4800/4810	Adult Health Nursing I / Clinical Pediatric Nursing / Maternal-Child Health Clinical Reproductive Health Nursing / Maternal-Child Health Clinical Adult Health Nursing II / Clinical
Pharmacology	NURS 2860 All clinical courses	Pharmacology in Nursing
Legal Aspects	NURS 2810 NURS 3320	Professional Nursing: Pre-licensure Pre-licensure Nursing Leadership & Management
Social/Ethical Aspects	NURS 2810 NURS 4820	Professional Nursing: Pre-licensure Pre-licensure Seminar
Management/Leadership	NURS 2810 NURS 3320 NURS 3600 NURS 4830 NURS 4820	Professional Nursing: Pre-licensure Pre-licensure Nursing Leadership & Management Transcultural Nursing Care Pre-licensure Clinical Practicum Pre-licensure Seminar

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, and Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	NURS 2000	Health Assessment/Lab	2/1
	NURS 2820	Foundations of Clinical Nursing Practice (Basic Skills)	3
	NURS 2860	Pharmacology in Nursing	3
	NURS 2900/2910	Adult Health Nursing I / Clinical	4/3
	NURS 4800/4810	Adult Health Nursing II / Clinical	3/3
	NURS 4820	Pre-licensure Seminar	2
Obstetrical	NURS 3820/3850	Reproductive Health Nursing / Maternal-Child Health Clinical	3/3
Pediatric	NURS 3800/3850	Pediatric Nursing / Maternal-Child Health Clinical	3/(3)
Psych/Mental Health	NURS 3900/3910	Mental Health Nursing / Clinical	3/2
Geriatrics	NURS 2900/2910	Adult Health Nursing I / Clinical	(4/3)
	NURS 3900/3910	Mental Health Nursing / Clinical	(3/2)
	NURS 4800/4810	Adult Health Nursing II / Clinical	(3/3)
Leadership and Management	NURS 2810	Professional Nursing: Pre-licensure	3
	NURS 3320	Pre-licensure Nursing Leadership and Management	3
	NURS 3600	Transcultural Nursing Care	3
	NURS 4820	Pre-licensure Seminar	(2)
	NURS 4830	Pre-licensure Clinical Practicum	4
BASIC SCIENCES			
Anatomy	ZOOL 2250	Anatomy for Nursing / Lab (Prerequisite)	3/1
Physiology	ZOOL 2230/2232	Physiology for Nursing / Lab (Prerequisite)	3/1
Microbiology	MBIO 2010	Microbiology for Nursing / Lab (Prerequisite)	3/1
Societal/Cultural Pattern	SOCL 1010	Introduction to Sociology (Previous LDGE or Prerequisite)	3
Psychology	PSYC 2010	Introduction to Psychology (Previous LDGE or Prerequisite)	3
Chemistry	CHEM 2100	Chemistry and Biochemistry for Nurses (Prerequisite)	3
COMMUNICATION			
Verbal	COMM 2110 or COMM 2000	Group Discussion Public Speaking	3
Written	ENGL 1001	First Year Composition	3
TOTAL UNITS			77

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	NURS 4800/4810	Adult Health Nursing II / Clinical	3/3
	NURS 4820	Pre-licensure Seminar	2
Psych/Mental Health	NURS 3900/3910	Mental Health Nursing / Clinical	3/2
	NURS 4820	Pre-Licensure Seminar	(2)
Geriatrics	NURS 4800/4810	Adult Health Nursing II	(3)
	N3900	Mental Health Nursing	(3)
Management/Leadership	NURS 3320	Pre-licensure Nursing Leadership & Management	3
	NURS 4820	Pre-licensure Seminar	(2)
	NURS 4230	Pre-licensure Advanced Clinical Nursing Practicum	4
Professional Nursing	NURS 2800	Introduction to Nursing	2
BASIC SCIENCES			
Physiology	ZOOL 2230/2232	Physiology for Nursing / Lab	3/1
Microbiology	MBIO 2010	Microbiology for Nursing / Lab	3/1
TOTAL UNITS			30
Signature Program Director/Designee:		Date:	
 Director		5/23/2012	

TOTAL CURRICULUM PLANExecutive Officer
(916) 322-3350**Submit in duplicate**

Name of Program: ASBSN California State University Stanislaus							Date Submitted: 5/23/12				
Type of Program: <input type="checkbox"/> Entry Level Master's <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree Pre-requisites							For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____				
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											
Check appropriate year: Pre-requisites completed <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		Total Units		Theory Units Hr/Wk		Lab Units Hr/Wk		Total Hrs Theory Lab	
Quarter/Semester Complete at application		M S O C P G									
ENG1001 Comp		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		3		3 3		0 0		45 0	
CHEM2100		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		3		3 3		0 0		45 0	
ZOOL2250/52 Anat		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		4		2 2		2 6		30 90	
COMM2110 Grp Dis		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		3		3 3		0 0		45 0	
OR COMM 2000		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		3		3 3		0 0		45 0	
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>									
Total				13		11 11		2 6		165 90	
Quarter/Semester Complete at application		M S O C P G								Total Hrs	
ZOOL2230 Physio		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		3		3 3		0 0		45 0	
ZOOL2232 Physio L		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		1		0 0		1 3		0 45	
PHIL2000 CT OR		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		3		3 3		0 0		45 0	
ENGL 2000 CT		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		3		3 3		0 0		45 0	
Math1600 Stats		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		4		4 3		0 2		45 30	
CHEM2100 BioChe		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		3		3 3		0 0		45 0	
Total				14		13 12		1 5		180 75	
Quarter/Semester		M S O C P G								Total Hrs	
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>									
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>									
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>									
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>									
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>									
Total											

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: California State University Stanislaus												Date Submitted: 5/23/2012							
ASBSN Program												For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____							
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree																			
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Effective Date: Nov-12																			
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.																			
Check appropriate year: 10 week semesters <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4												Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter *Wk: 1 hr = 60 minutes							
												Total		Theory		Lab		Total Hours	
Quarter/Semester - 10 week semester														Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
1st Semester																			
	M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab						
NURS 2000 HA/Lab	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	2	3	1	4.5	30	45					
NURS 2820 Foundations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	0	0	3	13.5	0	135					
NURS 2810 Professional Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5	0	0	45	0					
NURS 2860 Pharm	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5	0	0	45	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
Total								12	8	12	4	18	120	180					
Quarter/Semester - 10 week semester																Total Hours			
2nd Semester																			
	M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab						
NURS 2900 AH I	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	4	4	6			60	0					
NURS 2910 AH I Clin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	3			3	13.5	0	135					
NURS 3700 Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5			45	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								0					
Total								10	7	10.5	3	13.5	105	135					
Quarter/Semester - 10 week semester																Total Hours			
3rd Semester																			
	M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab						
NURS 3800 Peds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5			45	0					
NURS 3820 Reprod	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5			45	0					
NURS 3850 M/C Clin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3			3	13.5	0	135					
NURS 3600 Transcult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5			45	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
Total								12	9	13.5	3	13.5	135	135					

* Number of weeks per semester / quarter

 ** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
 Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

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ASBSN Program												For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____							
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree																			
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor																			
Effective Date: Nov-12																			
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.																			
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4												Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter				*Wk: 1 hr = 60 minutes			
												Theory		Lab		Total Hours			
Quarter/Semester 10 week semester												Total Units							
4th Semester												Units		Hr/Wk		Theory		Lab	
NURS 4400 CH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	**Wk: 10	3	3	4.5			45	0					
NURS 4410 CH Clinical	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	3			3	13.5	0	135					
NURS 3900 MH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	10	3	3	4.5			45	0					
NURS 3910 MH Clin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	10	2			2	9	0	90					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							0	0					
Total								11	6	9	5	22.5	90	225					
Quarter/Semester 10 week semester																Total Hours			
5th Semester												Units		Hr/Wk		Theory		Lab	
NURS 4800 AH II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5			45	0					
NURS 4810 AH II Clin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3			3	13.5	0	135					
NURS 3320 L&M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5			45	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							0	0					
Total								9	6	9	3	13.5	90	135					
Quarter/Semester 10 week semester																Total Hours			
6th Semester												Units		Hr/Wk		Theory		Lab	
NURS 4830 Practicum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4			4	18	0	180					
NURS 4820 Seminar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	2	2	3			30	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							0	0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							0	0					
Total								6	2	3	4	18	30	180					

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

BOARD OF REGISTERED NURSING
Agenda Item Summary

AGENDA ITEM: 9.2.2

DATE: July 25, 2012

ACTION REQUESTED: Major Curriculum Revision for

- West Coast University – Inland Empire Baccalaureate Degree Nursing Program;
- West Coast University – Los Angeles Baccalaureate Degree Nursing Program; and
- West Coast University – Orange County Baccalaureate Degree Nursing Program

REQUESTED BY: Miyo Minato, MN, RN
Supervising Nursing Education Consultant

BACKGROUND: Robyn Nelson, DNSc, RN, is the Dean College of Nursing at West Coast University;
Gloria Mattson Huerta, MSN, FNP, RN, is the Dean of Nursing, WCU-IE;
Roseanne Curtis, RN, PhD, is the Dean of Nursing, WCU-LA;
Chiarina Piazza, MEd, RN, is the Dean of Nursing, WCU-OC

The curriculum proposal outlined by Dr. Nelson involves the BSN curriculum for the three WCU campuses in Inland Empire, Los Angeles, and Orange County. Although the three campuses are separate institutions, they share a common nursing curriculum. These changes affect the generic BSN program and LVN-BSN option.

The proposed changes reflect trends in nursing programs and in the professional community, and faculty at WCU believe they will help further promote student success. Several of the assumptions included that underline the changes were:

- Revised course numbers reflect the proper leveling of the curriculum.
- The updated curriculum is more consistent with comparable nursing programs.
- Changes facilitate the admission of transfer students to WCU.
- New clinical course sequence is intended to improve NCLEX success.
- The addition of the nursing capstone course will help students prepare for NCLEX and the development of their professional portfolios.

Attached to this summary is a table that describes the changes. Notable changes include:

- Changed total required units for the BSN from 125 to 120
- Changes in GE requirements: Biochemistry requirement to general chemistry; Math requirement to general college math, no statistics required; Cultural pluralism course, no sociology required.
- Added normal nutrition and medical terminology as pre-requisites
- Added a new Introduction to Professional Nursing course at the beginning of the curriculum which incorporates content from two deleted courses NURS 360 Principles of Teaching and NURS 460 Professional Roles within Nursing. Students needed the content earlier in the curriculum. Patient teaching is also integrated in all clinical courses.
- Developed independent theory (2 units each) for maternal-child content, previously a combined course. Clinical course for OB-Peds remains combined.
- Increased mental health/psychiatric nursing theory from 2 to 3 units to place greater emphasis on therapeutic and group communication.
- Reduced units for disaster nursing course from 3 to 2 units, and public health clinical from 3 to 2 units; 90 hours meets requirement for PHN certification.
- Added a capstone course and moved the portfolio requirement and NCLEX readiness emphasis to the new NURS 492 from integration of nursing concepts course.

The proposed curriculum revision meets the Board rules and regulations. Minor curriculum changes related to the proposed changes were approved in December 2011 and April 2012. Implementation date is Fall 2012.

Attachments:

1. Proposed Changes to Bachelor of Science in Nursing
2. Total Curriculum Plan – BSN
3. EDP P-06 for BSN
4. Total Curriculum Plan – LVN-BSN
5. EDP-P-06 for LVN-BSN

NEXT STEPS: Notify program of Board Action.

FISCAL IMPLICATIONS, IF ANY: None

PERSON(S) TO CONTACT: Miyo Minato, SNEC
Miyo.Minato@dca.ca.gov
323-890-9950

Proposed Changes to Bachelor of Science in Nursing DRAFT			General Education	General Education within Area of Study	Area of Study	Crosswalk with BSN 2011
Semester One (Courses may be transferred to WCU)						
Term One						
ANAT 260	Human Anatomy (taken in last 5 yrs)	4 Credits		X		
ENGL 140	Written Communication I	3 Credits	X			
Term Two						
PHYS 261	Human Physiology (taken in last 5 yrs)	4 Credits		X		
SPCH 142	Oral Communication	3 Credits	X			
Semester One Credits:		14 Credits				
Semester Two (Courses may be transferred to WCU)						
Term Three						
HUM 370	Cultural Pluralism	3 Credits	X			
MATH 108	College Mathematics I	3 Credits	X			
Term Four						
PSYC 160	Introduction to Psychology	3 Credits	X			
CHEM 210	Chemistry (taken in last 5 years)	4 Credits	X			Not Previously Offered in BSN. Part of BSDH Program
Semester Two Credits		13 Credits				
Semester Three (Courses may be transferred to WCU)						

WEST COAST UNIVERSITY College of Nursing
 RN Student Handbook
 Bachelor of Science in Nursing (Cont.)
 November 16, 2011- JM

Term Five						
PSYC 290	Life Span Psychology	3 Credits	X			
NUTR 200	Nutrition	3 Credits	X			New GE Course
Term Six						
MICR 140	General Microbiology (taken in last 5 yrs)	4 Credits	X			
ENGL 240	Written Communication II	3 Credits	X			
Semester Three Credits		13 Credits				
Semester Four						
Term Seven (Must be taken at WCU)						
HCA 202	Introduction to Medical Terminology	3 Credits	X			Reinstated GE Course
PATH 370	Pathophysiology	3 Credits		X		ANAT 270
Semester Eight(Beginning of Core Nursing)						
NURS 100	Fundamentals of Nursing	3 Credits			X	
NURS 101L	Fundamentals of Nursing Skills Lab	2 Credits			X	
NURS 110	Introduction to Professional Nursing	2 Credits			X	New Nursing Course
Semester Four Credits:		13 Credits				
Semester Five						
Term Nine						
NURS 120	Introduction to Medical Surgical Nursing	3 Credits			X	
NURS 121L	Introduction to Medical Surgical Nursing Practicum	3 Credits			X	
NURS 180	Pharmacology	3 Credits			X	Previously NURS 280
Term Ten						

WEST COAST UNIVERSITY College of Nursing
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 November 16, 2011- JM

NURS 202	Mental Health/Psychiatric Nursing: Promoting Wellness in the Mentally Ill Client	3 Credits			X	NURS 204: Previously 2 Credits
NURS 212L	Mental Health/Psychiatric Nursing: Promoting Wellness in the Mentally Ill Client Practicum	2 Credits			X	
NURS 190	Physical Assessment	2 Credits			X	Previously NURS 290: 3 Credits
Semester Five Credits:		16 Credits				
Semester Six						
Term Eleven						
NURS 201	Medical Surgical Nursing: Promoting Wellness in Older Adults	3 Credits			X	
NURS 211L	Medical Surgical Nursing: Promoting Wellness in Older Adults Practicum	3 Credits			X	
NURS 225	Nutrition in Health and Disease	3 Credits			X	Previously NURS 310: 2 Credits
Term Twelve						
NURS 306	Expanding Family and Community (OB)	2 Credits			X	Previously NURS 206: 3 Credits
NURS 307	Developing Family and Community (Peds)	2 Credits			X	
NURS 316L	Expanding and Developing Family and Community Practicum	3 Credits			X	Previously NURS 216L
NURS 430	Disaster Management	2 Credits			X	
Semester Six Credits:		18 Credits				
Semester Seven						
Term Thirteen						

WEST COAST UNIVERSITY College of Nursing
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November 16, 2011- JM

NURS 340	Public Health Nursing	3 Credits			X	
NURS 342L	Public Health Nursing Practicum	2 Credits			X	
HCA 306	Epidemiology in Public Health Practice	3 Credits		X		Previously HCA 206
Term Fourteen						
NURS 480	Advanced Medical Surgical Nursing: Promoting Wellness in the Critically Ill Client	3 Credits			X	Previously NURS 203
NURS 481L	Advanced Medical Surgical Nursing: Promoting Wellness in the Critically Ill Client Practicum	3 Credits			X	Previously NURS 213L
HCA 434	Medical Ethics and Issues	3 Credits		X		
Semester Seven Credits:		17 Credits				
Semester Eight						
Term Fifteen						
NURS 350	Research in Nursing	3 Credits			X	
NURS 420	Principles of Leadership and Management	3 Credits			X	
NURS 440	Issues and Trends in Professional Nursing	3 Credits			X	
Term Sixteen						
NURS 490	Integration of Nursing Concepts	3 Credits			X	Previously NURS 220: 2 Credits
NURS 491L	Integration of Nursing Practice	2 Credits			X	Previously NURS 221L: 2 Credits
NURS 492	Nursing Capstone	2 Credits			X	New Course

WEST COAST UNIVERSITY College of Nursing
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 Bachelor of Science in Nursing (Cont.)
 November 16, 2011- JM

Semester Eight Credits:	16 Credits				
Pre-requisites and General Education (Taken before admission to core nursing and may be transferred to WCU)	43 Credits				
Upper division GE Credits	9 Credits				
Total Core Nursing	68 Credits				
Total Program with Transfer Credits	120 Credits				

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

EDP-P-06 (Rev. 03/01)

Louise Bailey, MEd, RN
Executive Officer
(916) 322-3350**Submit in DUPLICATE.**

Program Name: West Coast University - Orange County, Los Angeles and Inland Empire (Ontario) Campuses	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Date of Implementation: Nursing courses – April 09, 2012 (Fall 2012)	
Academic System: <input checked="" type="checkbox"/> Semester 15 weeks/per semester (2 – 10 wk terms/sem)	

REQUIRED FOR LICENSURE AS STATED IN SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	49	53
Theory	(18)	(27)	31	(35)
Clinical	(18)	(27)	18	(18)
Communication Units	6	9	9	9
Science Units	16	24	27	28
TOTAL UNITS FOR LICENSURE	58	87	85	90
Other Degree Requirements			40 Other Degree Requirements: Epidemiology(3), Medical Ethics (3), Math (3), Statistics (3), BioChem (5) Other Nursing: Public Health (6), Issues (3), Disaster (3), Research (3), Professional Nursing (3), Integration of Nursing Concepts(2), Patient Teaching (3)	30 Other Degree Requirements: *Medical Terminology (3), *Normal Nutrition (3) Epidemiology (3), College Math (3) Medical Ethics (3) Other Nursing: Public Health (5), Disaster (2), Issues (3) Research (3), *Nursing Capstone (2) *New courses in curriculum
TOTAL UNITS FOR GRADUATION			125	120

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	222, 223L	NURS 222 and 223L Mental Health/Psychiatric Nursing
Personal Hygiene	100, 101L, 120, 121L, 201, 211L, 222, 223L, 307, 316L, 480, 481L	<p>NURS 100 and 101L Fundamentals of Nursing and skills lab</p> <p>NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum</p> <p>NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community</p> <p>NURS 480 and 481L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client</p> <p>NURS 222 and 223L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client</p> <p>NURS 306, 316L Expanding Family and Community (OB)</p>
Human Sexuality	100, 101L, 120, 121L, 201, 211L, 306, 316L, 480, 481L, 222, 223L, 306, 316L	<p>NURS 100 and 101L Fundamentals of Nursing and skills lab</p> <p>NURS 120 & 121L Intro to Medical Surgical Nursing , skills lab and clinical practicum</p> <p>NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community</p> <p>NURS 306 and 316L Expanding Family and Community (OB)</p> <p>NURS 480 and 481L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client</p> <p>NURS 222 and 223L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client</p>
Client Abuse	100, 101L, 120, 121, 201, 211L, 307, 316L, 222, 223L, , 206, 216L	<p>NURS 100 and 101L Fundamentals of Nursing and skills lab</p> <p>NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum</p> <p>NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community</p> <p>NURS 222 and 223L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client</p> <p>NURS 307, 316L Developing Family and Community (Peds)</p> <p>NURS 340, 341L Public Health</p>
Cultural Diversity	100, 101L, 120, 121L, 201, 211L, 306, 307, 316L, 480, 481L, 222, 223L, 340, 341L and HUM 470	<p>NURS 100 and 101L Fundamentals of Nursing and skills lab</p> <p>NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum</p> <p>NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community</p> <p>NURS 480 and 481L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client</p> <p>NURS 222 and 223L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client</p> <p>NURS 306, 316L Expanding Family and Community (OB)</p> <p>NURS 307 Developing Family and Community (Peds)</p> <p>NURS 340, 341L Public Health</p> <p>HUM 470 Cultural Pluralism</p>

Nutrition	100,121L,120,121L 201, 211L, 206, 216L, 480, 481L, 222, 223L, 306, 307, 225	NURS 100 and 101L Fundamentals of Nursing and skills lab NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older NURS 203 and 213L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client NURS 204 and 214L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client NURS 306, 316L Expanding Family and Community (OB) NURS 307 Developing Family and Community (Peds) NURS 225 Nutrition in Health & Disease
Pharmacology	100,101L,120, 121L 180, 201, 211L, 206, 216L, 480, 481L, 222, 223L, 306, 307, 316L	NURS 100 and 101L Fundamentals of Nursing and skills lab NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum NURS 180 Pharmacology NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older NURS 480 and 481L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client NURS 222 and 223L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client NURS 306, 316L Expanding Family and Community (OB) NURS 307 Developing Family and Community (Peds)
Legal Aspects	100,101L, 110, 120,121L, 201,211L, 306, 307, 316L, 480, 222, 420 HCA 434	NURS 100 and 101L Fundamentals of Nursing and skills lab NURS 110 Introduction to Professional Nursing (2) NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older NURS 480 Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client NURS 222 Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client NURS 306 Expanding Family and Community (OB) NURS 307 Developing Family and Community (Peds) NURS 420 Principles of Leadership and Management HCA 434 Medical Ethics and issues

Social/Ethical Aspects	100, 101L, 110, 201, 480, 222, 223L 420, 306, 307, 434	NURS 100 and 101L Fundamentals of Nursing and skills lab NURS 110 Introduction to Professional Nursing NURS 201 Medical Surgical Nursing-Promoting Wellness in the Older Adult NURS 480 Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client NURS 222 and 223L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client NURS 420 Principles of Leadership and Management HCA 434 Medical Ethics and Issues NURS 306 Expanding Family and Community (OB) NURS 307 Developing Family and Community (Peds)
Management/Leadership	110, 420, 491L	NURS 110 Introduction to Professional Nursing NURS 420 Principles of Leadership and Management NURS 491L Integration of Nursing Practice

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			(Theory/Clin)
Medical-Surgical	100,101L,120,121 L,480, 481L	NURS 100 and 101L Fundamentals of Nursing and skills lab NURS 120, 121L Introduction to Medical Surgical Nursing, skills lab and practicum NURS 480 and 481L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client	5 6 6 17 (9/8)
Obstetrical	306, 316L	NURS 306 Expanding Family and Community (OB) NURS 316L Expanding and Developing Family practicum (half of the hours)	2 3 5 (2/3)
Pediatric	307, 316L	NURS 307 Developing Family and Community NURS 316L Expanding and Developing Family practicum (half of the hours)	2 (3) 2
Psych/Mental Health	222, 223L	NURS 222 and 223L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client	5 5 (3/2)
Geriatrics	201, 211L	NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community	6 6 (3/3)
Management/Leadership	110, 420, 491L	NURS 110 Introduction to Professional Nursing NURS 420 Principles of Leadership and Management NURS 491L Integration of Nursing Practice	2 3 2 7 (5/2)

		Total	42
OTHER NURSING			
	NURS 180	Pharmacology	3
	NURS 190`	Physical Assessment	2
	NURS 225	Nutrition in Health and Disease	3
	NURS 493	Integration of Nursing Concepts	3
		Total	11
BASIC SCIENCES			
Anatomy	ANAT 260	Human Anatomy	4
Physiology	PHYS 261	Human Physiology	4
Microbiology	MICRO 140	Microbiology	4
Chemistry	CHEM 210	Chemistry	4
Pathophysiology	ANAT 270	Pathophysiology	3
Societal/Cultural Pattern	HUM 470	Cultural Pluralism	3
Psychology	PSYC 260	Introduction to Psychology,	3
	PSYC 290	Lifespan Psychology	3
		Total	28
COMMUNICATION			
Group	SPCH 142	Oral Communication	3
Verbal	SPCH 142	Oral Communication	(3)
Written	ENGL 140	Written Communication I	3
Written	ENGL 340	Writing Communication II	3
		Total	9
TOTAL UNITS			90

LVN 30 UNIT OPTION

REQUIRED CONTENT		Course Number	Course Title	Units
NURSING				
Advanced Medical-Surgical	110, 201, 211L, 480, 481L, 210L (optional)	NURS 110 Introduction to Professional Nursing	2	
		NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult	6	
		NURS 480 and 481L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client	6	
		NURS 210L RN Skills Lab (Optional)		
Psych/Mental Health	222, 223L	NURS 222 and 223L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client	5	
Geriatrics	201,211L	NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult	(6)	
Obstetrics/pediatrics	306 (optional)	NURS 306 Expanding Family and community (OB) (Optional)	(2)	
	307 (optional)	NURS 307 Developing Family and Community (Peds) (Optional)	(2)	
	316L (optional)	NURS 316L Expanding and developing Family and Community Practicum (Optional)	(3)	
	217L (optional)			
Management/Leadership	420	NURS 420 Principles of Leadership and Management	3	
BASIC SCIENCES				
Physiology	PHYS 261	Human Physiology	4	
Microbiology	MICRO 140	Microbiology	4	
TOTAL UNITS			30	
Signature Program Director/Designee: Robyn M. Nelson		Date: 12/6/11		

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: West Coast University - Los Angeles, Inland Empire, and Orange County Campuses (Implementation date Fall 2012)												Date Submitted: 12/6/11													
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree												For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved													
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor						Effective Date: 4/9/2012																			
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.												By: Date:													
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4												Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter *Wk:													
												Total		Theory		Lab		Total Hours							
														Units	Hr/Wk	Units	Hr/Wk	Theory	Lab						
Quarter/Semester Semester= 15 weeks; 2 Terms																									
1st Yr - Sem 1												M	S	O	C	P	G	**Wk:							
ANAT 260 - Human Anatomy												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	4	3	5	1	5	45	45
ENGL 140 - Written Comm I												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0
PHYS 260 Human Physiology												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	4	3	5	1	5	45	45
SPCH 142 - Oral Communication												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0
Total																			14	12	20	2	10	180	90
Quarter/Semester 15 weeks per semester																		Total Hours							
1st Yr - Sem 2												M	S	O	C	P	G	**Wk:							
HUM 370 - Cultural Pluralism												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0
MATH 108 - College Math												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0
PSYC 160 - Intro to Psych												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0
CHEM 210 - Chemistry												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	4	3	5	1	5	45	45
Total																			13	12	20	1	5	180	45
Quarter/Semester 15 weeks per semester																		Total Hours							
2nd Yr - Sem 1												M	S	O	C	P	G	**Wk:							
PSYC 290 - Life Span												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0
NUTR 200 - Nutrition												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0
MICR 140 - Gen Microbiology												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	4	3	5	1	5	45	45
ENGL 240 - Written Communication II												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0
Total																			13	12	20	1	5	180	45

* Number of weeks per semester / quarter

 ** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
 Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULAM PLAN

(916) 322-3350

Submit in duplicate

Name of School: West Coast University (Continued)												Date Submitted: 12/6/2011							
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree												For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: Date:							
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor						Effective Date: 4/9/2012													
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.																			
Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4												Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter 9							
												Total Units		Theory		Lab		Total Hours	
														Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester Semester - 15 weeks; 2 Terms																			
2nd Yr - Sem 2																			
	M	S	O	C	P	G	**Wk:												
HCA 202 - Intro to Medical Terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0					
PATH 370 - Pathophysiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0					
NURS 100 - Fundamentals of Nurs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0					
NURS 101L - Fundamentals of Nurs Skills Lab	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2	0	0	2	10		90					
NURS 110 - Intro to Professional Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2	2	3.5		0	30	0					
Total								13	11	18.5	2	10	165	90					
Quarter/Semester Semester 15 weeks; 2 Terms																			
3rd Yr - Sem 1																			
	M	S	O	C	P	G	**Wk:												
NURS 120 - Intro to Med-Surg Nursing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0					
NURS 121L - Intro to Med-Surg Nursing Practicum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3		0	3	15	0	135					
NURS 180 - Pharmacology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0					
NURS 222 - Mental Health/Psychiatric Nurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9	3	3	5			45	0					
NURS 223L - Mental Health/Psychiatric Nurs Practicum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9	2		0	2	10	0	90					
NURS 190 - Phys Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2		3.5		0	30	0					
Total								16	9	18.5	5	25	165	225					
Quarter/Semester Semester - 15 weeks ; 2 Terms																			
3rd Yr - Sem 2																			
	M	S	O	C	P	G	**Wk:												
NURS 201 - Med Surg Nursing - Older Adult	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	3	3	5		0	45	0					
NURS 211L - Med Surg Nursing - Older Adult Practicum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	3	0	0	3	15	0	4.35					

NURS 225 - Nutrition and Disease							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0	
							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total		9	6	10	3	15	90	135
Quarter/Semester Semester - 15 weeks; 2 terms																		Total Hours			
3rd Yr - Sem 2							M	S	O	C	P	G	**Wk:								
HCA 306 - Epidemiology in Public Health Practice							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0	
HCA 434 - Medical Ethics and Issues							<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45		
NUIRS 350 - Research in Nursing							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0	
							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total		9	9	15	0	0	135	0

EDP-P-05a (Rev. 08/10)

EDP-P-05a (Rev. 08/10)
State of California

Department of Consumer Affairs
Board of Registered Nursing

TOTAL CURRICULAM PLAN

(916) 322-3350

Submit in duplicate

Name of School: West Coast University (Continued)										Date Submitted: 12/6/2011				
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree										For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved				
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: 4/9/2012									
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.										By: Date:				
Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4							Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk:					
Quarter/Semester Semester - 15 weeks; 2 terms							Total Units	Theory		Lab		Total Hours		
4th Yr - Sem 1								Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
NURS 306 - Expanding Family and Community (OB)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2	2	3.5		0	30	0
NURS 307 - Developing Family and Community (Peds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2	2	3.5		0	30	0
NURS 316L - Expanding and Developing Family Practicum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3		0	3	15	0	90
NURS 430 - Disaster Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2	2	3.5		0	30	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total		9	6	10.5	3	15	90	90
Quarter/Semester Semester - 15 weeks; 2 terms													Total Hours	
4th Yr - Sem 1														
NURS 340 - Public Health Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0

NURS 342L - Public Health Nursing Practicum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2		0	2	10	0	90
NURS 440 - Issues and Trends in Professional Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		8	6	10	2	10	90	90
Quarter/Semester														
4th Yr - Sem 2	M	S	O	C	P	G	**Wk:							Total Hours
NURS 480 - Adv Med Surg - Critically Ill Client	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0
NURS 481 L - Adv Med Surg - Critically Ill Client Practicum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3		0	3	15	0	135
NURS 420 - Principles of Leadership and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		9	6	10	3	15	90	135

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

EDP-P-05a (Rev. 08/10)
State of California

Department of Consumer Affairs
Board of Registered Nursing

TOTAL CURRICULAM PLAN

(916) 322-3350

Submit in duplicate

Name of School: West Coast University (Continued)		Date Submitted: 12/6/2011
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree		For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: Date:
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	Effective Date: 4/9/2012	
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.		
Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter	*Wk:

Quarter/Semester														
4th Yr - Sem 2	M	S	O	C	P	G	**Wk:							Total Hours
NURS 493 - Integration of Nursing Concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0
NURS 491L - Integration of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2		0	2	10	0	90
NURS 492 - Nursing Capstone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2	2	3.5		0	30	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		7	5	8.5	2	10	75	90

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

☐ ~~Matthew D. Gaster~~

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

EDP-P-06 (Rev. 03/01)

(916) 322-3350

Submit in DUPLICATE.

Program Name: West Coast University - Orange County, Los Angeles and Inland Empire (Ontario) Campuses LVN-BSN	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Date of Implementation: Nursing courses – April 09, 2012 (Fall 2012)	
Academic System: <input checked="" type="checkbox"/> Semester 15 weeks/per semester	

REQUIRED FOR LICENSURE AS STATED IN SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	49	51* (10 credits Advanced Placement credit received for NURS 100, 101L, 120, and 121L—6 theory and 4 lab)
Theory	(18)	(27)	31	(33)*
Clinical	(18)	(27)	18	(18)
Communication Units	6	9	9	9
Science Units	16	24	27	28*
TOTAL UNITS FOR LICENSURE	58	87	85	88*
Other Degree Requirements			40 Other Degree Requirements: Epidemiology(3), Medical Ethics (3), Math (3), Statistics (3), BioChem (5) Other Nursing: Public Health (6), Issues (3), Disaster (3), Research (3), Professional Nursing (3), Integration of Nursing Concepts(2), Patient Teaching (3)	32* Other Degree Requirements: *Nutrition (3), *Medical Terminology (3), Epidemiology (3), College Math (3) Medical Ethics (3) Other Nursing: Public Health (5), Disaster (2), Issues (3) Research (3), *Intro to Professional Nursing (2), *Nursing Capstone (2)
TOTAL UNITS FOR GRADUATION			125	120

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	222, 223L	NURS 222 and 223L Mental Health/Psychiatric Nursing
Personal Hygiene	100, 101L, 120, 121L, 201, 211L, 222, 223L, 307, 316L, 480, 481L	<p>NURS 100 and 101L Fundamentals of Nursing and skills lab (Advanced Placement)</p> <p>NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum (Advanced Placement)</p> <p>NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community</p> <p>NURS 480 and 481L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client</p> <p>NURS 222 and 223L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client</p> <p>NURS 306, 316L Expanding Family and Community (OB)</p>
Human Sexuality	100, 101L, 120, 121L, 201, 211L, 306, 316L, 480, 481L, 222, 223L, 306, 316L	<p>NURS 100 and 101L Fundamentals of Nursing and skills lab (Advanced Placement)</p> <p>NURS 120 & 121L Intro to Medical Surgical Nursing , skills lab and clinical practicum (Advanced Placement)</p> <p>NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community</p> <p>NURS 306 and 316L Expanding Family and Community (OB)</p> <p>NURS 480 and 481L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client</p> <p>NURS 222 and 223L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client</p>
Client Abuse	100, 101L, 120, 121, 201, 211L, 307, 316L, 222, 223L, , 206, 216L	<p>NURS 100 and 101L Fundamentals of Nursing and skills lab (Advanced Placement)</p> <p>NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum (Advanced Placement)</p> <p>NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community</p> <p>NURS 222 and 223L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client</p> <p>NURS 307, 316L Developing Family and Community (Peds)</p> <p>NURS 340, 341L Public Health</p>
Cultural Diversity	100, 101L, 120, 121L, 201, 211L, 306, 307, 316L, 480, 481L, 222, 223L, 340, 341L and HUM 470	<p>NURS 100 and 101L Fundamentals of Nursing and skills lab (Advanced Placement)</p> <p>NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum (Advanced Placement)</p> <p>NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community</p> <p>NURS 480 and 481L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client</p> <p>NURS 222 and 223L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client</p> <p>NURS 306, 316L Expanding Family and Community (OB)</p> <p>NURS 307 Developing Family and Community (Peds)</p> <p>NURS 340, 341L Public Health</p> <p>HUM 470 Cultural Pluralism</p>

Nutrition	100,121L,120,121L 201, 211L, 206, 216L, 480, 481L, 222, 223L, 306, 307, 225	NURS 100 and 101L Fundamentals of Nursing and skills lab (Advanced Placement) NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum (Advanced Placement) NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older NURS 203 and 213L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client NURS 204 and 214L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client NURS 306, 316L Expanding Family and Community (OB) NURS 307 Developing Family and Community (Peds) NURS 225 Nutrition in Health & Disease
Pharmacology	100,101L,120, 121L 180, 201, 211L, 206, 216L, 480, 481L, 222, 223L, 306, 307, 316L	NURS 100 and 101L Fundamentals of Nursing and skills lab (Advanced Placement) NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum (Advanced Placement) NURS 180 Pharmacology NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older NURS 480 and 481L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client NURS 222 and 223L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client NURS 306, 316L Expanding Family and Community (OB) NURS 307 Developing Family and Community (Peds)
Legal Aspects	100,101L, 110, 120,121L, 201,211L, 306, 307, 316L, 480, 222, 420 HCA 434	NURS 100 and 101L Fundamentals of Nursing and skills lab (Advanced Placement) NURS 110 Introduction to Professional Nursing (2) NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum (Advanced Placement) NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older NURS 480 Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client NURS 222 Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client NURS 306 Expanding Family and Community (OB) NURS 307 Developing Family and Community (Peds) NURS 420 Principles of Leadership and Management HCA 434 Medical Ethics and issues

Social/Ethical Aspects	100, 101L, 110, 201, 480, 222, 223L 420, 306, 307, 434	NURS 100 and 101L Fundamentals of Nursing and skills lab (Advanced Placement) NURS 110 Introduction to Professional Nursing NURS 201 Medical Surgical Nursing-Promoting Wellness in the Older Adult NURS 480 Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client NURS 222 and 223L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client NURS 420 Principles of Leadership and Management HCA 434 Medical Ethics and Issues NURS 306 Expanding Family and Community (OB) NURS 307 Developing Family and Community (Peds)
Management/Leadership	420, 491L	NURS 420 Principles of Leadership and Management NURS 491L Integration of Nursing Practice

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			(Theory/Clin)
Medical-Surgical	100,101L,120,121 L,480, 481L, 180, 190, 225	NURS 100 and 101L Fundamentals of Nursing and skills lab (Advanced Placement) NURS 120, 121L Introduction to Medical Surgical Nursing, skills lab and practicum (Advanced Placement) NURS 480 and 481L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client NURS 210LB RN Skills Laboratory	5 5 6 1 17 (9/8)
Obstetrical	306, 316L	NURS 306 Expanding Family and Community (OB) NURS 316L Expanding and Developing Family practicum (half of the hours)	2 3 5 (2/3)
Pediatric	307, 316L	NURS 307 Developing Family and Community NURS 216L Expanding and Developing Family practicum (half of the hours)	2 (3) 2
Psych/Mental Health	222, 223L	NURS 222 and 223L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client	5 5 (3/2)
Geriatrics	201, 211L	NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community	6 6 (3/3)
Management/Leadership	420, 491L	NURS 420 Principles of Leadership and Management NURS 491L Integration of Nursing Practice	3 2 5 (3/2)

		Total	40
OTHER NURSING			
	NURS 180	Pharmacology	3
	NURS 190`	Physical Assessment	2
	NURS 225	Nutrition in Health and Disease	3
	NURS 493	Integration of Nursing Concepts	3
	Sigma Theta Tau Nurse Manager Certificate Integrated into five nursing courses		
		Total	11
BASIC SCIENCES			
Anatomy	ANAT 260	Human Anatomy	4
Physiology	PHYS 261	Human Physiology	4
Microbiology	MICRO 140	Microbiology	4
Chemistry	CHEM 210	Chemistry	4
Pathophysiology	ANAT 270	Pathophysiology	3
Societal/Cultural Pattern	HUM 470	Cultural Pluralism	3
Psychology	PSYC 260	Introduction to Psychology,	3
	PSYC 290	Lifespan Psychology	3
		Total	28
COMMUNICATION			
Group	SPCH 142	Oral Communication	3
Verbal	SPCH 142	Oral Communication	(3)
Written	ENGL 140	Written Communication I	3
Written	ENGL 340	Writing Communication II	3
		Total	9
TOTAL UNITS			85

LVN 30 UNIT OPTION

REQUIRED CONTENT		Course Number	Course Title	Units
NURSING				
Advanced Medical-Surgical	110, 201, 211L, 480, 481L, 210L (optional)	NURS 110 Introduction to Professional Nursing	2	
		NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult	6	
		NURS 480 and 481L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client	6	
		NURS 210L RN Skills Lab (Optional)		
Psych/Mental Health	222, 223L	NURS 222 and 223L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client	5	
Geriatrics	201,211L	NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult	(6)	
Obstetrics/pediatrics	306 (optional)	NURS 306 Expanding Family and community (OB) (Optional)	(2)	
	307 (optional)	NURS 307 Developing Family and Community (Peds) (Optional)	(2)	
	316L (optional)	NURS 316L Expanding and developing Family and Community Practicum (Optional)	(3)	
	217L (optional)			
Management/Leadership	420	NURS 420 Principles of Leadership and Management	3	
BASIC SCIENCES				
Physiology	PHYS 261	Human Physiology	4	
Microbiology	MICRO 140	Microbiology	4	
TOTAL UNITS			30	
Signature Program Director/Designee: Robyn M. Nelson		Date: 12/6/11		

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: West Coast University - Los Angeles, Inland Empire, and Orange County Campuses LVN-BSN												Date Submitted: 12/6/2011							
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree												For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: Date:							
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor						Effective Date: 4/9/2012													
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.																			
Check appropriate year: 15 weeks = 1 sem <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4												Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk:					
												Total		Theory		Lab		Total Hours	
														Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester 2 Terms/Semester 9 weeks/ Term																			
1st Yr - Sem 1																			
	M	S	O	C	P	G	**Wk:												
ANAT 260 - Human Anatomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	4	3	5	1	5	45	45					
ENGL 140 - Written Communication I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0					
SPCH 142 - Oral Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0					
PHYS 261 - Human Physiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	4	3	5	1	5	45	45					
Total								14	12	20	2	10	180	90					
1st Yr - Sem 2																			
	M	S	O	C	P	G	**Wk:												
PYCH 160 - Intro to Psych	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0					
CHEM 210 - Chem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	4	3	5	1	5	45	45					
HUM 370 - Cultural Pluralism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0					
Math 108 - College Mathematics I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0					
Total								13	12	20	1	5	180	45					
2nd Yr - Sem 1																			
	M	S	O	C	P	G	**Wk:												
MICR 140 - Micro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	4	3	0	1	5	45	45					
ENGL 240 - Written Communication II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0					
PSYC 290 - Life Span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0					
NUTR 200 - Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0					
PATH 370 - Pathophysiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0					
HCA 202 - Med Term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0					
Total								19	18	25	1	5	270	45					
2nd Yr - Sem 2																			
	M	S	O	C	P	G	**Wk:												
PATH 370 - Pathophysiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0					
HCA 202 - Med Term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0					

NURS 110 - Intro to Professional Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2	2	3.5		0	30	0
NURS 210LB	X	X					9	1	0	0	1	5	0	45
NURS 180 - Pharmacology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9	3	3	5		0	45	0
10 Credits Advanced Placement	X	X					1	10	5	0	5	0	0	0
Total								22	16	18.5	6	5	165	45

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

EDP-P-05a (Rev. 08/10)
State of California

Department of Consumer Affairs
Board of Registered Nursing

TOTAL CURRICULAM PLAN

(916) 322-3350

Submit in duplicate

Name of School: West Coast University LVN-BSN Orange County, Inland Empire, and Los Angeles Campuses (Fall 2012)												Date Submitted: 12/6/2011															
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree												For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved															
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor						Effective Date: 4/9/2012																					
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.												By:															
Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4												Date:															
Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter												*Wk:															
												Total Units		Theory		Lab		Total Hours									
Quarter/Semester 3rd Yr - Sem 1														Units		Hr/Wk		Units		Hr/Wk		Theory		Lab			
NURS 222 - Mental Health/Psych Nurs												9		3		5				0		45		0			
NURS 223L - Mental Health/Psych Prac												9		2		0		2		10		0		90			
NURS 190 - Physical Assessment												9		2		3.5				0		30		0			
NURS 201 - MedSurg-Older Adult												9		3		5				0		45		0			
NURS 211L - MedSurg Practicum												9		3		0		3		15		0		135			
NURS 225 - Nutrition in Health and Disease												9		3		5				0		45		0			
Total														16		11		18.5		5		25		165		225	
Quarter/Semester 3rd Yr - Sem 2																						Total Hours					
HCA 306 - Epidemiology												9		3		5				0		45		0			
HCA 434 - Medical Ethics and Issues												9		3		5				0		45		0			
NURS 350 - Research												9		3		5				0		45		0			

NURS 306 - Expanding Family (OB)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2	2	3.5		0	30	0
NURS 307 - Developing Family (Peds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2	2	3.5		0	30	0
NURS 316L - OB/Peds Practicum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3		0	3	15	0	135
NURS 431 - Disaster Management							9	2	2	3.5		0	30	0
Total								18	15	25.5	3	15	225	135

Quarter/Semester														
4th Yr - Sem 1	M	S	O	C	P	G	**Wk:							Total Hours
NURS 340 - Public Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5	0	0	45	0
NURS 341L - Public Health Practicum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	2		0	2	10	0	90
NURS 440 - Issues and Trends							9	3	3	5		0	45	0
NURS 480 - Adv Med Surg - Critically Ill	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	3	3	5		0	45	0
NURS 481L - Adv Med Surg Practicum							9	3		0	3	15	0	135
NURS 420 - Principles of Leadership and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0
Total								17	12	20	5	25	180	225

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

EDP-P-05a (Rev. 08/10)

Quarter/Semester														
4th Yr - Sem 2	M	S	O	C	P	G	**Wk:							Total Hours
NURS 493 - Integration of Nrsrg Concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	3	3	5		0	45	0
NURS 491L - Integration of Nrsrg Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2			2	10	0	90
NURS 492 - Capstone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	2	2	3.5		0	30	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
Total								7	5	8.5	2	10	75	90

Quarter/Semester														
	M	S	O	C	P	G	**Wk:							Total Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
Total								0	0	0	0	0	0	0

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
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BOARD OF REGISTERED NURSING
Agenda Item Summary

AGENDA ITEM: 9.2.3

DATE: July 25, 2012

ACTION REQUESTED: Approve major curriculum revision for Southwestern College Associate Degree Nursing Program

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND: Ms Cathy McJannet RN, MN, CEN, HTCP/I is the program director. Ms McJannet and the faculty recently conducted a curriculum review as part of the program's regular program review process, which resulted in the following proposed revisions:

1. In response to the college's revision of its mission statement, the nursing program's mission statement was revised to be consistent and to also reflect currency with the faculty's beliefs related to the nursing program. (see attachment)
2. The faculty revised the nursing program's philosophy statement to: change terminology from critical thinking to clinical reasoning; add the element of strategies for success in regards to optimal student learning; identify faculty commitment to lifelong learning and competency; address the use of resources such as the National Patient Safety Goals and the Institute of Medicine reports; include a statement of program core values that are the curriculum threads; add evidence-based nursing practice and quality improvement as new curriculum threads. (see attachment)
3. Curriculum threads, Level Student Learning Outcomes (SLOs) and Terminal SLOs were revised to reflect current nursing trends and include evidence-based nursing practice and quality improvement. (see attachment)

Review of course materials reveals consistent integration and application of the curriculum threads and outcomes statements revisions to align curriculum, instruction and evaluation of student performance with the revisions. With BRN approval, the program will implement the revisions beginning Fall 2012.

NEXT STEP: Notify program of Board Action.

FISCAL IMPLICATION, IF ANY: None

PERSON TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant
(760) 369-3170



Board of Registered Nursing
PO Box 944210
Sacramento, Ca. 94244-2100

Attention: Education/Licensing Committee

10/25/2011

Dear ELC Committee members;

I am requesting a major and minor curriculum change for the Associate Degree Nursing Program at Southwestern College, Chula Vista. Ca.

The proposed changes are listed below.

Major Curriculum Change:

- **New Mission Statement for the ADN Program.** Southwestern College revised the college mission statement and the nursing faculty met and revised the ADN Program mission statement to foster congruence with our governing organization as well as to reflect currency with the faculty's beliefs related to our nursing program.
- **Revised ADN Program Philosophy.** The ADN Program faculty revised the program philosophy to reflect the beliefs and values of the faculty related to the nursing program as well as reflect congruence with the new mission statement and additional curriculum threads.
- **Curriculum thread changes/additions** for the ADN Program curriculum. The faculty reviewed all of the program curriculum in detail and revised the curriculum threads based on current nursing trends. The belief is that these proposed changes will provide a more holistic view of what is truly important that needs to be reflected throughout the program. Evidence-based nursing practice and quality improvement are the new curriculum threads; critical thinking is now called clinical reasoning.

Minor Change:

- **Math 60 (Intermediate Algebra)** has been moved to 'Other Degree Requirements' and is an ADN Program pre-requisite. This course is a state requirement for college graduation from an ADN Program. Previous course was Math 45 (Elementary Algebra). The number of units remains at 4 units.

I have included the following documents with this program change request:

- Required Curriculum: Content for Licensure (EDP-P-06)
- Total Curriculum Plan (EDP-P-05)
- Comparison of the previous ADN Program mission statement and the new program mission statement
- Comparison of the previous ADN Program philosophy and the revised philosophy
- Conceptual Framework within the Total Curriculum Process (Curriculum Threads)
- Curriculum Threads –Student Learning Outcomes (Bloom's Taxonomy)
- Course SLO's – new course objectives for all nursing courses utilizing the 2 new curriculum threads
- Clinical Performance Tool (First Year)
- Clinical Performance Tool (Second Year Students)

Cathy McJannet RN,MN,CEN, HTCP/I
Southwestern College
Director, Nursing and Health Occupations Programs
8100 Gigantic Street, San Diego, Ca. 92154
619-482-6352
cmcjannet@swccd.edu



Southwestern College revised their college Mission Statement in 2011 and the ADN Program nursing faculty met and revised the Southwestern College Nursing Program Mission Statement to reflect the nursing faculty's values and beliefs about this program as well as to demonstrate congruence with the college's revised mission statement.

Old ADN Program Mission Statement	New: SWC ADN Program Mission Statement
<p>The Associate Degree Nursing faculty advocates the mission and goals of Southwestern College; furthermore, the faculty is committed to the beliefs of the program philosophy which guides the nursing curriculum.</p> <p>Southwestern College Mission Statement (revised 2011) <i>Southwestern Community College District serves a diverse community of students by providing a wide range of dynamic and high quality educational programs and comprehensive student services: The College District provides educational opportunities in the following areas:</i></p> <ul style="list-style-type: none"> • <i>associate degree and certificate programs;</i> • <i>transfer</i> • <i>professional, technical and career advancement</i> • <i>basic skills</i> • <i>personal enrichment</i> • <i>non-credit adult education</i> • <i>community services; and</i> • <i>economic, workforce, and community development</i> <p><i>We promote student learning and success by committing to continuous improvement that includes planning, implementation, assessment, and evaluation.</i></p>	<p><i>Southwestern Community College Associate Degree Nursing Program serves a diverse community of students and provides educational preparation for the graduate in the role of a Registered Nurse and as a professional member of the healthcare community.</i></p> <p><i>The Nursing Program provides educational opportunities that enable our students to progress from a novice level of expertise to a graduate level of expertise in nursing skills, clinical reasoning, and theoretical preparation. The program promotes personal enrichment, community service and transfer for advanced nursing educational opportunities.</i></p> <p><i>The Nursing Program promotes student learning and success by committing to a continuous improvement plan utilizing evidence-based practice which includes assessment, planning, implementation, and evaluation. The program celebrates successes as our students' progress in the program, in their advanced degrees and as key members of the Nursing profession.</i></p>



The ADN Program nursing faculty met and revised the Southwestern College Nursing Program philosophy to reflect the nursing faculty's values and beliefs about this program as well as to incorporate congruence with the ADN Program's revised mission statement.

OLD Philosophy	Revised: SWC ADN Program Philosophy
<p>The Associate Degree Nursing Program Philosophy</p> <p>The associated degree nursing faculty advocates the mission and goals of Southwestern College; furthermore, the faculty is committed to the following beliefs, which guide the nursing curriculum:</p> <p>Beliefs about Man, Health and Illness</p> <ul style="list-style-type: none"> ◆ Man is a unique individual with inseparable bio-psycho-social-spiritual needs. ◆ Man's culture and ability to communicate needs are an integral component in health and wellness throughout the life span. ◆ Health is a state of complete 	<p>The Associate Degree Nursing Program Philosophy</p> <p>The Associate Degree nursing faculty advocates the mission and goals of Southwestern College and the ADN Program; furthermore, the faculty is committed to the following beliefs, which guide the nursing curriculum:</p> <p>Beliefs about Man, Health and Illness</p> <ul style="list-style-type: none"> ◆ Man is a unique individual with inseparable bio-psycho-social-spiritual needs. ◆ Man's culture and ability to communicate needs are an integral component in health and wellness throughout the life span. ◆ Health is a state of complete physical, mental, social well being,

<p>physical, mental, social well being, not merely the absence of disease or infirmity.</p> <ul style="list-style-type: none"> ◆ Health is on a continuum of maximum wellness to maximum illness throughout the life span. <p>Beliefs about Nursing</p> <ul style="list-style-type: none"> ◆ Nursing is both an art and a science. The science of nursing is the knowledge base for the care that is given; the art of nursing is the skilled application of that knowledge to help others reach maximum function and quality of life throughout the life span. ◆ Nursing is a profession that utilizes special skills and knowledge to safe give care to the whole person in health and illness and in a variety of practice settings. ◆ Nursing requires critical thinking skills that focus on health promotion, illness prevention, restoring health, and facilitating coping while utilizing therapeutic communication methods. ◆ Nursing care is determined by man's human responses resulting from changes in the structure and/or function of all body systems. 	<p>not merely the absence of disease or infirmity.</p> <ul style="list-style-type: none"> ◆ Health is on a continuum of maximum wellness to maximum illness throughout the life span. <p>Beliefs about Nursing</p> <ul style="list-style-type: none"> ◆ Nursing is both an art and a science. The science of nursing is the knowledge base for the care that is given; the art of nursing is the skilled application of that knowledge to help others reach maximum function and quality of life throughout the life span. ◆ Nursing is a profession that utilizes special skills and knowledge to provide safe give care to the whole person in health and illness and in a variety of practice settings. ◆ Nursing requires clinical reasoning skills that focus on health promotion, illness prevention, restoring health, and facilitating coping skills while utilizing therapeutic communication methods. ◆ Nursing care is determined by man's human responses resulting from changes in the structure
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<p>Beliefs about Student, Faculty and Education</p> <ul style="list-style-type: none"> ◆ Students are individuals with unique combinations of ethnic and cultural backgrounds, learning abilities, and support systems. ◆ Optimal student learning takes place in a safe environment that is supportive and provides frequent feedback. ◆ Nursing faculty believe that learning is a life long process involving external changes in behavior and internal changes in thought process and attitudes. ◆ Nursing faculty believe that the role of the faculty is to facilitate student learning by providing instruction, clinical experiences, resources, counseling and guidance. ◆ Nursing education incorporates knowledge from the humanities and the behavioral, physical, and natural sciences. 	<p>and/or function of all body systems.</p> <p>Beliefs about Student, Faculty and Education</p> <ul style="list-style-type: none"> ◆ Students are individuals with unique combinations of ethnic and cultural backgrounds, learning abilities, and support systems. ◆ Optimal student learning takes place in a safe environment that is supportive, provides frequent feedback, as well as strategies for success. ◆ Nursing faculty believe that learning is a lifelong process involving external changes in behavior and internal changes in thought process and attitudes. Nursing faculty are committed to their own lifelong learning and maintain currency in theory and skills through course work, CE opportunities, conferences and through their own experiential learning as a practitioner in the clinical setting. ◆ Nursing faculty believe that the role of the faculty is to facilitate student learning by providing instruction, clinical experiences, resources, counseling and guidance.
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	<ul style="list-style-type: none"> ◆ Nursing education incorporates knowledge from the humanities and the behavioral, physical, and natural sciences. ◆ Nursing education remains current and incorporates such resources as The National Patient Safety Goals and Institute of Medicine Reports (as it relates to nursing) as references for both the faculty and the students. ◆ Nursing faculty are committed to program core values that are reflected in each course: communication, clinical reasoning, cultural diversity, health promotion/illness prevention, life span development, nursing theory/skills, roles of the nurse, safety, evidence-based practice and quality improvement.
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**ADN Course SLO Additions Related to Addition of new Curriculum Threads
(Evidence-Based Nursing Practice and Quality Improvement)**

Course	Course Title	New Course Objectives
ADN 111A	Pathophysiology/Pharmacology 1	<p>Student will demonstrate understanding of pharmacological principles related to patient response through clinical reasoning assignments utilizing evidence-based nursing practice articles as references.</p> <p>Student will recognize and describe safety precautions related to medication administration and will provide one example of a quality improvement hospital based project related to pharmacology.</p>
ADN 111B	Pathophysiology/Pharmacology 2	<p>Student will identify common illicit drugs and using evidence- based nursing practice references, summarize physiological components, pharmacological treatments, and safety issues concerning both patients and practitioners.</p> <p>Student will assess and describe how utilization of quality Improvement practices have an impact on how patient medication education is provided.</p>
ADN 112	Fundamentals of Nursing	<p>Student will identify and describe the five phases of the nursing process, as well as identify the relationships between clinical reasoning and evidence-based nursing practice strategies within the nursing process.</p> <p>Student will define and describe the role of quality improvement strategies as it relates to provision of care patients in the acute care setting.</p>
ADN112L	Fundamentals of Nursing Lab	<p>Student will perform basic nursing care skills in the clinical setting and discuss the relationship between evidence-based nursing practice and a specific skill.</p>

		Student will describe a specific quality improvement project that is on their current clinical unit and discuss how this project may potentially impact patient care.
ADN 113	Maternal/Child Nursing	<p>Student will discuss evidence-based nursing practice modalities (i.e. preventing pre-term labor, managing intra-partum and post-partum pain) in treating child-bearing families with complementary therapies.</p> <p>Student will compare and contrast two quality improvement projects in the maternal and child care environment, and prepare an outline of these projects, and discuss in class.</p>
ADN113L	Maternal/Child Nursing	<p>Student will incorporate evidence-based nursing practices and culturally appropriate teaching and treatment regimens for the child-bearing family, the pediatric patient, and include the surgical patient.</p> <p>Student will examine a specific quality improvement project that is on their current clinical unit and discuss how this project may potentially impact patient care.</p>
ADN114	Nursing Supervision/Leadership I	<p>Student will examine the roles of the nurse and assess the utilization of evidence-based nursing practice when preparing a plan of care for a patient.</p> <p>Student will evaluate two quality improvement projects, the outcomes, project viability and make recommendations related to how these projects could potentially be improved.</p>
ADN 115	LVN to RN Transition	<p>Student will demonstrate knowledge of body systems and differentiate bio-psycho-social-spiritual concepts of nursing theories utilizing evidence-based nursing practice as a guideline.</p> <p>Student will review the concepts related to quality improvement in the acute care setting and discuss potential areas where a quality improvement plan could be implemented.</p>

ADN 221	Adult Nursing	<p>Student will compare and contrast health promotion and illness prevention interventions that can be utilized in a variety of adult health care settings and use evidence-based nursing practice as the reference source.</p> <p>Student will describe the role of quality improvement in the adult acute care setting and discuss examples of quality improvement projects that they have seen in the clinical setting.</p>
ADN 221L	Adult Nursing Lab	<p>Student will demonstrate use of evidence-based nursing practice in the adult population clinical setting and articulate the specifics of how their interventions are evidence-based.</p> <p>Student will analyze a specific quality improvement project that is on their current clinical unit and describe how this project may potentially impact patient care.</p>
ADN 223	Gerontology	<p>The student will examine and interpret evidence-based nursing practice outcomes as it pertains to the nursing process and the geriatric patient.</p> <p>Student will assess, develop and propose a quality improvement project that could be utilized in the geriatric clinical setting.</p>
ADN 223L	Gerontology Lab	<p>The student will examine the use of clinical reasoning skills in the geriatric clinical setting and evaluate the relationship between evidence based-nursing practice and clinical reasoning.</p> <p>The student will examine and choose a quality improvement plan that would benefit the geriatric population in regards to improvement of care related to their specific developmental stage.</p>
ADN 225	Nursing Supervision/Leadership II	<p>Student will analyze common nursing errors and how they can be avoided, using evidence-based nursing practice as a basis for references, and will present their findings in a verbal report to the class.</p> <p>Student will evaluate a quality improvement project appropriate for the clinical setting and provide recommendations for utilization in the patient care setting.</p>

Southwestern College
Associate Degree Nursing Program

Curriculum Threads – Student Learning Outcomes
(Bloom’s Taxonomy)

	Communication	Clinical Reasoning	Cultural Diversity	Health Promotion/ Illness Prevention	Lifespan Development	Therapeutic Nursing Intervention	Roles of the Nurse	Safety	Evidence Based Nursing Practice	Quality Improvement
End of 1 st Sem.	Define and Summarize	Define and Describe	Identify and Describe	Recall and Describe	Recognize and Explain	Recognize and Demonstrate	Identify and define	Define and Comment	Define and Describe	Define and Describe
End of 2 nd Sem.	Classify and Examine	Distinguish and Choose	Categorize and Describe	Explain and Differentiate	Examine and Apply	Choose and Practice	Compare and Differentiate	Choose and Practice	Distinguish and Choose	Choose and Discuss
End of 3 rd Sem.	Compare and Contrast	Compare and Contrast	Relate and Analyze	Compare and Contrast	Examine and Modify	Relate and Demonstrate	Differentiate and Apply	Compare and Contrast	Compare and Contrast	Differentiate and Examine
End of 4 th Sem.	Analyze and Evaluate	Integrate and Synthesize	Incorporate and Implement	Summarize and Select	Propose and Adapt	Analyze and Demonstrate	Discriminate and Perform	Formulate and Evaluate	Integrate and Synthesize	Describe and Relate
Terminal SLO	Interpret and Select	Assess and Integrate	Select and Evaluate	Formulate, Revise and Implement	Select and Integrate	Select, Demonstrate and Evaluate	Value, Internalize and Demonstrate	Examine, Plan and Evaluate	Assess and Integrate	Develop and Evaluate

BOARD OF REGISTERED NURSING

Agenda Item Summary

AGENDA ITEM: 9.2.4

DATE: July 25, 2012

ACTION REQUESTED: Approve major curriculum revision for Sonoma State University (SSU) Family Nurse Practitioner/MSN Program and Post Master's FNP Certificate Program option.

REQUESTED BY: Katie Daugherty, Nursing Education Consultant (NEC)

BACKGROUND: Dr. Wendy Smith, FNP, RN has served as the program director since 1994. SSU has been involved in FNP education since 1972 with a significant percentage of the program graduates living and working in rural, frontier and medically underserved communities in California.

The FNP MSN degree option was initiated in Fall 1984. SSU, as the degree granting institution, offers full and part time program options with distant education program sites at CSU Chico and CSU Stanislaus. The program provides opportunities for working BSNs to complete an FNP MSN option and other Master's prepared nurses the Post Master's FNP Certificate option. Eligible nurses across the central and northern regions of California are able to complete the theory portion via distance education technologies and the required clinical hours in their own communities in Sonoma, Chico, Stanislaus, and the Del Norte regions. Program/CSU faculty at each site are responsible for program advisement, clinical placement coordination, serving as clinical faculty mentors, and conducting periodic site visits to validate student clinical performance.

Total program enrollment is now over 100 students. Admission occurs annually at SSU and every three years at the distant sites. Program retention rates remain stable for the full and part program options at about 98%. The program has full NLNAC accreditation through 2013. National certification examination pass rates for graduates are consistently in the range of 90-94 % or higher.

The major curriculum changes being proposed update the curriculum to reflect the 2011 AACN Essentials of Masters Education standards, ANCC, AANP, and NONPF standards and the Consensus Model for APRN Regulation. The new standards expand FNP content in areas such as Cultural Competence, Direct Care (Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment), Ethics, Evidenced Based Practice, Genomics and Quality Assurance/Safety. Integration of these standards at SSU is described in the rationale section of the attached proposal.

The following overall curriculum changes are to be implemented effective Fall 2012:

- The new curriculum reflects course number and course title changes, the re-distribution/re-sequencing of theory and clinical content/courses per the attached course comparison chart labeled Attachment 1 and BRN curriculum NNP-09 forms.
- The FNP MSN degree option includes 10 units of Core MSN courses plus 36 units of FNP Specialty courses; this degree option totals 46 units instead of 40-45 units and is four semesters full time or 6 semesters part time.
- Post Master's FNP Certificate option will include the 36 units of the FNP Specialty courses and is 4 semesters in length rather than 3 semesters.

For the FNP MSN degree option Core Courses will increase from 9 to 10 units as follows:

- Collapse the former research courses N500A/B 6 units into one 4 units course N560;
- Combine the old N504 and N505 into one 4 units N564 Health Policy/Advocacy course;
- Replace the elective N555 course with the required N566 2 units Culminating Experience course;

Note: These 10 units are not required for the Post Master's FNP Certificate option based on previous MSN degree preparation.

In the FNP Specialty component, the total number of required units will increase from 31 to 36 units in both options as follows:

- Increase the total theory/didactic units (from 17 to 19 units); this totals 435 hours for MSN degree option and 285 hours for the Post Master's Certificate option;
- Increase the total nursing clinical units (from 14 to 17) and the total clinical hours (from 672 to 816) for both options;
- Increase the N501 Health Promotion theory course from 3 to 4 units;
- Increase the N509 Advanced Physical Assessment clinical course from 3 to 4 units and sequence as a first semester course rather than a prerequisite course;
- Replace the 3 units N510 Professional issues with the new N562 4 units course and eliminate the former N510 practice teaching content from N562;
- Make N540A/B Pathophysiology Concepts in Primary Care I/II each 3 units;
- N549 Health Promotion clinical course remains 3 units;
- Increase the units in the N550ABC FNP Preceptorship I/II/III series from 11 to 12 units and make each course in the series worth four units;
- N552 Advanced Pharmacology remains 3 units.

NEXT STEPS: Notify program of Board Action.

FISCAL IMPLICATIONS, IF ANY: None

PERSON TO CONTACT: Katie Daugherty, NEC
916 574-7685



1801 East Cotati Avenue
Rohnert Park, CA 94928-3609

DEPARTMENT OF NURSING

Nichols Hall - 256
707.664.2465

April 18, 2012

Dear Ms Katie Daugherty,

Please find attached the following files:

- PDFs for all 13 of the revised Master of Science Family Nurse Practitioner Courses that have been approved at all levels of the University.
- Rationale and synopsis of the revisions as indicated
- Attachment 1. Approved revised curriculum with explanation and a table comparing the old curriculum with the new curriculum.
- BRN forms outlining the MSN FNP Curriculum revision to be on file beginning the 2012-2013 AY
- MSN FNP Nurse Practitioner Program General Information
- NNP - FRM -07 for the MSN FNP Program page one (semester 1 - 3) and page two (semester 4).
- NNP- FRM-09 MSN FNP Program Required Curriculum Content comparing Revised and Previous Curriculum and NNP-FRM-09 with only the Revised Curriculum Content.
- BRN forms outlining the Post MSN Certificate FNP Program Curriculum revision to be on file beginning the 2012-2013 AY
- Post MSN FNP Certificate Nurse Practitioner Program General Information
- NNP - FRM -07 for the Post MSN Certificate FNP Program page one (semester 1 - 3) and page two (semester 4).
- NNP- FRM-09 Post MSN Certificate FNP Program Required Curriculum Content comparing Revised and Previous Curriculum and NNP-FRM-09 with only the Revised Curriculum Content.

I can be reached by phone at 707 494-6447 cell. 707 542-8108 home and 707 664-2465 Nsg Office SSU.

My email at SSU Office is wendy.smith@sonoma.edu or from this email where I do a lot of work at home wensmith@sonic.net

Thank you for your support and assistance please let me know what will be the next step or if you need further clarification or information.

Sincerely Wendy Smith

Wendy A. Smith RN, FNP-BC, DNSc
Professor, Director of MSN FNP Program
Department of Nursing
Sonoma State University
wendy.smith@sonoma.edu

THE CALIFORNIA STATE UNIVERSITY

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Rationale for Sonoma State MSN and Post MSN FNP Curriculum Revision

The revised curriculum

- Will embrace the current vision, mission and conceptual model that results in a curriculum in which courses build on previous courses/integrate new content and content that will focus and expand perspectives specifically on role of the advanced practice nurse, namely Family Nurse Practitioners. The philosophical foundation of the SSU Department of Nursing is based upon Humanistic Nursing Theory (HMT) (Paterson & Zderad, 1988). Departmental values are based in HMT from which faculty tailor curriculum and pedagogical methods. All course objectives and outcomes will reflect HMT and the curricular content/strands as indicated. (see Attachment 1 & Syllabi)
- Conform to new standards set by: American Association of Colleges of Nursing (AACN Master's Essentials, 2011). Maintain the criteria of the American Nurses Credentialing Center (ANCC), American Academy of Nurse Practitioners (AANP) and The National Organization of Nurse Practitioner Faculty Evaluation Criteria for Nurse Practitioner Programs (2011). The accreditation bodies accept NONPF evaluation criteria (CCNE, NLN). The proposed curriculum maintains compliance with accrediting bodies so that graduates may be eligible to sit for national exams, receive CMS PIN for reimbursement of services and awarding of DEA number for prescribing and reimbursement and be certified to practice in the State (BRN) and National (ANCC or AANP) arena. The revised curriculum is consistent with the Consensus Model for APRN Regulation.
- Be based on the new AACN MSN Essentials criteria with curricular strands that expand curriculum content in Genomics (N501, N564), Quality Assurance/Safety (N562, N549), Ethics (all courses) and Cultural Competence and Evidenced-Based Practice (all courses) and apply all curriculum content to the specific "Direct Care" Specialty of FNP.
- Be based on the new criteria that instruct "Direct Care" Advanced Practice Programs to have the following essential entry courses Advanced Physical Assessment (SSU 509), Advanced Pharmacology (SSU 552) & Advanced Pathophysiology (SSU N540A & B).
- Must meet needs of working nurses, minimize seat time, be available for those students in underserved areas and thus maintain a two and three yr progression –Full and Part time respectively. Additionally, these criteria are important indicators for success in outside funding at the State or Federal level. Must meet the health care needs of the population.
- Remove the nursing education content from previous N510 (new N562). Part time students will have the option to complete an elective nursing education course in the first semester of second year. If enough interest is present the department will consider offering NURS 522A Instruction Processes in Higher Education I (4) in the Spring semester or in a Summer semester under special sessions via Extended Education. Students will be informed of the course revision and will be made aware of the regulations as to ability to be appointed as an assistant clinical instructor vs. Course Instructor (title 16.1425.c 3).

The following Program revisions are proposed

1. Comply with Evaluation/Accreditation body directions for Direct Care specialties and incorporate Physical Assessment into the curriculum as a beginning course (N509).
2. Expand 2 unit courses to reflect the workload and content for student learning needs and to accommodate expanded content as described above (N504 to N564, N510 to N562, N501 from 3 units to 4 units, equalize units in N540A & N540B, and collapse Research and Theory in a 4 unit course that reflects application of theory and research to primary care practice and supports evidenced based practice).

3. Standardize all clinical course units to reflect a steady progression of knowledge accumulation that reflects the work load and content for students. (4 units per semester for N550ABC: Clinical Practice in Primary Care I, II, and III.
4. Add a 2 unit course that reflects student and faculty workload – N566, Culminating Experience, as a capstone course for an Advanced Nursing Practice Specialty MSN FNP.
5. Remove N599 Masters' Thesis Option (3 units optional – this option has not been utilized by FNP students since 2000 but remained as an option. The educational preparation of Advanced Practice Nurses specifically FNPs at SSU will promote knowledge that reflects the ANP role in research as a critical consumer of research. FNPs will apply and initiate evidenced-based care with a focus on critical appraisal and application of research in primary care vs. initiating and conducting a personal research program as part of the educational process.
6. The Post MSN Certificate Program course work will reflect the curricular revisions as described in the table outlining the revised curriculum for MSN FNP Program such that the Post MSN Certificate Program will become a 36 unit, 4 semester program versus the current 31 unit program 3 semester program. The change in units reflect the following addition, and removal of units
 - a) 4 unit incorporation of N509 into first semester of PMSN Cert Program (previously not counted in units was considered a pre-requisite and required prior to beginning program).
 - b) 1 unit addition to N501 to include content addition as described
 - c) 1 unit addition to N562 (formerly N510) to reflect content addition as described
 - d) 2 unit addition to N550A: Clinical Practice in Primary Care I,
 - e) 1 unit reduction to N550B: Clinical Practice in Primary Care II, and
 - f) Removal of the 2 unit N505 Health Ethics course. Rationale is that in review of course work for MSN (per submitted transcripts) students in the Post MSN Cert Program have sufficient content in this area and the application of ethical principles is a strand woven throughout the FNP curriculum and as such is a feature of the revised courses in the MSN Program and thus, in the Post MSN Certificate curriculum. On admission to the PMSN FNP program student transcripts will be evaluated and if found to be deficient in MSN level ethics content a student will complete the MSN Ethics content by independent study.
 - g) The 4 semester vs. the 3 semester progression is more conducive to the working master's nurse's employment, and personal needs.

Post MSN FNP Certificate Curriculum and Progression to coincide with New MSN FNP Curriculum Revision (see BRN)

Fall	Spring	Fall	Spring
N501 4 units	N540A 3 units	N540 B 3 units	N562 4 units
N509 4 units	N552 3 units	N550B 4 units	N550C 4 units
N 549 3 units	N550A 4 units		
Total = 11	Total = 10	Total = 7	Total = 8
		Grand Total	36 units

Attachment 1: COMPARISON OF CURRENT AND PROPOSED MSN FNP CURRICULUM

CURRENT FNP MSN CURRICULUM PLAN	FUTURE PROPOSED FNP MSN CURRICULUM PLAN
Prerequisite Summer N509 Advanced Health Assessment (3)	
Fall Semester I Year 1	Fall Semester I
N501 Health Maint of Indiv, Fam & Comm (3) N552 Pharmacology for FNP's (3) N540A Pathophysiologic Concepts Dx and Mgt (2) N549 Health Maintenance Practicum (3) Clinical N550A Preceptorship in Primary Care I (2) Clinical	N501 Health Promotion: Righting Disparities (4) N509 Advanced Health Assessment (4) Lab/Clinical N549 Health Promotion Practice in Primary Care (3) Clinical
TOTAL 13 units	TOTAL 11 units
Spring Semester II Year 1	Spring Semester II
N540B Pathophysiologic Concepts Dx and Mgt (4) N550B Preceptorship in Primary Care II (5) Clinical	N540A Pathophysiological Concepts in Primary Care I (3) N552 Pharmacology in Primary Care (3) N550A Clinical Practice in Primary Care I (4) Clinical
TOTAL 9 units	TOTAL 10 units
Fall Semester III Year 2	Fall Semester III
N500A Scholarly Inquiry (3) N504 Health Policy (2) N550C Preceptorship in Primary Care III (4) Clinical	N540B Pathophysiological Concepts in Primary Care II (3) N560 Research and Theory in Primary Care (4) N550B Clinical Practice in Primary Care II (4) Clinical
TOTAL 9 units	TOTAL 11 units
Spring Semester IV Year 2	Spring Semester IV
N500B Scholarly Inquiry (3) N505 Ethics in Health Care (3) N510 Professional Issues (3) N555 Independent Preceptorship in Primary Care (2) Clinical - Elective	N562 Advanced Nursing Practice in Primary Care Systems (4) N564 Health Policy and Advocacy in Primary Care (4) N550C Clinical Practice in Primary Care III (4) Clinical N566 Culminating Experience (2)
TOTAL 9 units	TOTAL 14 units
DEGREE TOTAL 40 req – 42 with elective, 45 with N509	DEGREE TOTAL 46 no elective

Program Name:		Semester/Quarter
Sonoma State University		Semester format
Specialty: Family Nurse Practitioner		Academic Year: 2012-2013
Level: Master of Science in Nursing		
Approved in 1/2010 full approval – Curriculum Revision Fall 2012		
FNP MSN CURRICULUM		
FNP MSN FNP Core Graduate Courses		<u>Units</u>
Course Number		
Nursing 560	Research and Theory applied to Primary Care	4
Nursing 564	Health Policy & Advocacy in Primary Care	4
Nursing 566	Culminating Experience	2
Total		10
<u>FNP MSN Specialty Courses</u>		<u>Units</u>
Course Name (Theory)		
Nursing 501	Health Promotion: Righting Disparities	4
Nursing 562	Advanced Nursing Practice in Primary Care Systems	4
Nursing 540A	Pathophysiological Concepts in Primary Care I	3
Nursing 540B	Pathophysiological Concepts in Primary Care II	3
Nursing 552	Pharmacology in Primary Care	3
Nursing 509	Advanced Health Assessment (2 theory)	2
Total		19
Course Name (Clinical)		
Nursing 509	Advanced Health Assessment (2 lab)	2
Nursing 549	*FNP Health Maintenance Practicum	3
Nursing 550A	*FNP Preceptorship I	4
Nursing 550B	*FNP Preceptorship II	4
Nursing 550C	*FNP Preceptorship III	4
Total		17
TOTAL REQUIRED FNP SPECIALTY SEMESTER UNITS		36
TOTAL REQUIRED MSN PROGRAM THEORY & CLINICAL SEMS UNITS		46
* MSN PROGRAM TOTAL DIDACTIC HOURS: 435		
**TOTAL CLINICAL HOURS: 816		

Rev3/2012 WAS



REQUIRED CURRICULUM MSN FNP CONTENT

Indicate where in the curriculum each of the following subject areas are addressed.

[Title 16, CCR Section 1484(d)(12)]

Subject Area	Course Number(s)	Theory Hours revised	Clinical Hours revised
A. Normal growth and development	N509, 501, 549	18	40
B. Pathophysiology	N509,540AB	45	-
C. Interviewing and communication skills	N509,549, 550 ABC, 566	14	50
D. Eliciting, recording & maintaining a developmental health history	N509, 549, 550ABC,566	20	55
E. Comprehensive physical examination	N509, 549, 550A	20	70
F. Psycho-social assessment	N509,501, 549, 550B	18	24
G. Interpretation of laboratory findings	540A& B, 550ABC,566	4	10
H. Evaluation of assessment data to define health developmental problems	N509,501	36	60
I. Pharmacology	552	40	50
J. Nutrition	N509, 501, 540AB,549	13	10
K. Disease management	540AB	40	150
L. Principle of health maintenance	N509,501, 549, 550ABC, 566	30	125
M. Assessment of community resources	N501, N564, N560,N550ABC	30	24
N. Initiating & providing emergency treatments	540A&B, 550B	10	8
O. Nurse practitioner role development	549, 562,550ABC, 566	40	100
P. Legal implications of advanced practice	562,564,552, 549	32	40
Q. Health care delivery systems	N564	25	-
Old Total Theory = 390, Total Clinical = 672		435	816
New Total Theory = 435, Total Clinical = 816			



NURSE PRACTITIONER PROGRAM TOTAL CURRICULUM PLAN

PROGRAM LENGTH: Specify the number of quarters/semesters required to complete the program.

Semesters 4 full time/6 part time

Quarters _____

If the program is not offered in semesters/quarters, specify the format:

PREREQUISITES: Specify any prerequisites, including degree(s) and /or course work, required for admission to the program. Award of BSN required for MSN admission. Will accept prior BS/BS with AD N degree and with completion of Pathways equivalent courses. 2yrs experience as RN preferred.

PROGRAM REQUIREMENTS: List the name and number of all courses of the program in sequence. Include any general education courses.

Circle appropriate semester/quarter:

1

2

3

4

Course Name and Number	Total Units	Lecture		Clinical		Total Hrs	
		Units	Hr/Wk	Units	Hr/Wk	Lec.	Clin.
Nurs 501 Health Promotion: Righting Disparities	4	4	4			60	
Nurs 509 Advanced Health Assessment	4	2	2	2	6	30	96
Nurs 549 Health Promotion Practice in Primary Care	3			3	9		144
Total	11	6	5	6	15	90	240

Circle appropriate semester/quarter:

1

2

3

4

Course Name and Number	Total Units	Lecture		Clinical		Total Hrs	
		Units	Hr/Wk	Units	Hr/Wk	Lec.	Clin.
N540A Pathophysiological Concepts in Primary Care I.	3	3	3			45	
N552 Pharmacology in Primary Care	3	3	3			45	
N550A Clinical Practice in Primary Care I.	4			4	12		192
Total	10	6	6	4	12	90	192

Circle appropriate semester/quarter:

1

2

3

4

Course Name and Number	Total Units	Lecture		Clinical		Total Hrs	
		Units	Hr/Wk	Units	Hr/Wk	Lec.	Clin.
N540B Pathophysiological Concepts in Primary Care II.	3	3	3			45	
N560 Research and Theory Applied to Primary Care	4	4	4			60	
N550B Clinical Practice in Primary Care II.	4			4	12		192
Total	11	7	7	4	12	105	192

USE ADDITIONAL FORMS AS NECESSARY



NURSE PRACTITIONER PROGRAM TOTAL CURRICULUM PLAN

PROGRAM LENGTH: Specify the number of quarters/semesters required to complete the program.

Semesters 4 full time/6 part time

Quarters _____

If the program is not offered in semesters/quarters, specify the format:

PREREQUISITES: Specify any prerequisites, including degree(s) and /or course work, required for admission to the program. Award of BSN required for MSN admission. Will accept prior BS/BS with AD N degree and with completion of Pathways equivalent courses. 2yrs experience as RN preferred.

PROGRAM REQUIREMENTS: List the name and number of all courses of the program in sequence. Include any general education courses.

Circle appropriate semester/quarter:

	1	2	3	4
Course Name and Number	Total Units	Lecture Units Hr/Wk	Clinical Units Hr/Wk	Total Hrs Lec. Clin.
Nurs 562 Advanced Nursing Practice in Primary Care	4	4	4	60
Nurs 564 Health Policy and Advocacy in Primary Care	4	4	4	60
Nurs 550C Clinical Practice in Primary Care III.	4		4	12
Nurs 566 Culminating Experience	2	2	2	30
Total	14	10	10	4 12 150 192

Circle appropriate semester/quarter:

	1	2	3	4
Course Name and Number	Total Units	Lecture Units Hr/Wk	Clinical Units Hr/Wk	Total Hrs Lec. Clin.

Circle appropriate semester/quarter:

	1	2	3	4
Course Name and Number	Total Units	Lecture Units Hr/Wk	Clinical Units Hr/Wk	Total Hrs Lec. Clin.

USE ADDITIONAL FORMS AS NECESSARY

Sonoma State University Master of Science Family Nurse Practitioner Program

Course Title: N501 - Health Promotion: Righting Disparities (4 units)

Course Description: Advanced concepts to assess and promote the behaviors that enhance the health of clients across the lifespan taking into account the multiple dimensions of and the attendant risks unique to the dimension of Person. Principles and theories of the behavioral sciences, epidemiology, family health, psychology, sociology, genomics and ethical decision making are investigated.

Course Title: N509 - Advanced Health Assessment (4 units)

Course Description: This course reviews and expands upon concepts and skills of human assessment basic to advanced practice clinical decision making and the caring process. Lab Fee.

Course Title: N540A - Pathophysiologic Concepts in Diagnosis and Management in Primary Care Part I (3 units)

Course Description: Develops a foundation for the diagnosis and management of common acute and chronic illnesses in advanced primary care nursing practice. Research and theory from various disciplines are used to evaluate unique interaction patterns of person and environment as a basis for selecting strategies to promote health and minimize the effects of illness. Emphasizes the interdisciplinary aspects of primary health care through partnerships with patients as a basis for collaboration, consultation and referral.

Course Title: N540B - Pathophysiologic Concepts in Diagnosis and Management in Primary Care Part II (3 units)

Course Description: Lecture/discussion. Continue to develop a patho-physiological conceptual foundation for the diagnosis and management of common acute and chronic illnesses in advanced primary care nursing practice. Research and theory from various disciplines are used to evaluate unique interaction patterns of person and environment as a basis for selecting strategies to promote health and minimize the effects of illness. Emphasizes the interdisciplinary aspects of primary health care through partnerships with patients as a basis for collaboration, consultation and referral.

Course Title: N549 - Health Promotion Practice in Primary Care (3 units).

Course Description: The course correlates with and supports the student in applying the theoretical concepts from NURS 501. The course provides the student with a comprehensive understanding of health promotion and disease prevention in clients across the life span. The course provides the students with the skills to evaluate the health status of a client taking into account the unique dimensions of a person including, culture, ethnicity, socioeconomic status, educational status and religious and spiritual status when developing a health promotion plan. Lab Fee.

Course Title: N550A- Clinical Practice in Primary Care I (4 units)

Course Description: Beginning clinical practice in primary care settings is implemented. Specialized knowledge and skills are utilized to assess physical, emotional, social, cultural and spiritual needs of patients. Concepts from various disciplines are integrated to provide a framework for developing and applying strategies for health promotion and illness management. Begin to develop advanced nursing role identity as FNP. 12 hours per week.

Course Title: N550B - Clinical Practice in Primary Care II (4 units)

Course Description: Continued implementation of clinical practice in primary care settings. Further develops and expands FNP clinical judgment and practice skills in family primary care. Research findings and theory-based knowledge are applied to formulating diagnosis and management plans. Personal and professional parameters of the nurse practitioner role are examined. Lab Fee

Course Title : N550C – Clinical Practice in Primary Care III (4 units)

Course Description: Expanded clinical practice in primary and extended care settings. Facilitates the integration of nursing and other theories and research in providing health care to individuals, families and groups. Conceptual perspectives are applied as a foundation for complex decision-making in advanced nursing practice. Professional identity is expanded to integrate the multiple aspects of the nurse practitioner role. Lab Fee

Course Title: N552 - Pharmacology in Primary Care (3 units)

Course Description: Develops a foundation for safe and effective management of client's pharmacological needs in the care of common acute and chronic illnesses. Research findings and theory-based knowledge are applied in assessing the needs of the individual client for medications and patient education. Parameters of legal practice, including the prescribing of schedule II drugs, and community standards of care are addressed. Meets state educational requirement for NP furnishing license.

Course Title: N560- Research and Theory in Primary Care (4 units)

Course Description: Linkages between theory, research and advanced practice are developed to provide the student with the necessary skills to critically analyze and apply research in Primary Care.

Course Title: N562 - Advanced Nursing Practice in Primary Care Systems (4 units)

Course Description: Nurse Practitioner practice issues are examined with a focus on Quality Assurance and delivering safe ethical patient care within the legal parameters of nurse practitioner practice from a local, state and national perspective. Organization and management theory are analyzed in relation to primary care and nurse practitioner role and practice.

Course Title: N564 -Health Policy and Advocacy in Primary Care (4 units)

Course Description : Course reviews the principal ways health care and specifically Primary Care is organized and financed, and identifies current issues in health care organization and financing.

Course Title: N566 - Culminating Experience (2 units)

Course Description: The Culminating Experience will be the capstone course for the MSN FNP student. The Culminating Experience is in the form of a Clinical Simulated Exam (CSE) and will be based on a standardized client. Post MSN FNP students will complete steps 1 & 2 in N550C. There are three parts to the Experience that will simulate a clinical encounter with a client. 1) The student must demonstrate the ability to gather subjective and objective data from a client 2) develop and present a logical assessment and plan for a client and, 3) in a scholarly manner apply theoretical principles to client care.

Program Name:		Semester/Quarter
Sonoma State University		Semester format
Specialty: Family Nurse Practitioner		Academic Year:
Level: Post Masters Certificate Family Nurse Practitioner Program		2012-2013
Approved in 1/2010 full approval – Curriculum Revision Fall 2012		
<u>FNP MSN Specialty Courses</u>		<u>Units</u>
Course Name (Theory)		
Nursing 501	Health Promotion: Righting Disparities	4
Nursing 562	Advanced Nursing Practice in Primary Care Systems	4
Nursing 540A	Pathophysiological Concepts in Primary Care I	3
Nursing 540B	Pathophysiological Concepts in Primary Care II	3
Nursing 552	Pharmacology in Primary Care	3
Nursing 509	Advanced Health Assessment (2 theory)	2
Total		19
Course Name (Clinical)		
Nursing 509	Advanced Health Assessment (2 lab)	2
Nursing 549	*FNP Health Maintenance Practicum	3
Nursing 550A	*FNP Preceptorship I	4
Nursing 550B	*FNP Preceptorship II	4
Nursing 550C	*FNP Preceptorship III	4
Total		17
TOTAL REQUIRED Post MSN Cert FNP SPECIALTY SEMESTER UNITS		36
* MSN PROGRAM TOTAL DIDACTIC HOURS: 285 **TOTAL CLINICAL HOURS: 816		

Rev4/2012 WAS



REQUIRED CURRICULUM Post MSN CONTENT Revised 4/2012

Indicate where in the curriculum each of the following subject areas are addressed. [Title 16, CCR Section 1484(d)(12)]

Subject Area	Course Number(s)	Theory Hours revised	Clinical Hours revised
A. Normal growth and development	N509, 501, 549	16	40
B. Pathophysiology	N509,540AB	30	-
C. Interviewing and communication skills	N509,549, 550 ABC	8	50
D. Eliciting, recording & maintaining a developmental health history	N509, 549, 550ABC	15	55
E. Comprehensive physical examination	N509, 549, 550A	15	70
F. Psycho-social assessment	N509,501, 549, 550B	14	24
G. Interpretation of laboratory findings	540A& B, 550ABC	4	10
H. Evaluation of assessment data to define health developmental problems	N509,501	20	60
I. Pharmacology	552	30	50
J. Nutrition	N509, 501, 540AB,549	10	10
K. Disease management	540AB	30	150
L. Principle of health maintenance	N509,501, 549, 550ABC	28	125
M. Assessment of community resources	N501, N550BC	10	24
N. Initiating & providing emergency treatments	540A&B, 550B	10	8
O. Nurse practitioner role development	549, 562,550ABC	25	100
P. Legal implications of advanced practice	562,552, 549	20	40
Q. Health care delivery systems		-	-
Revised Total Theory = 285, Total Clinical = 816		285	816



NURSE PRACTITIONER PROGRAM TOTAL CURRICULUM PLAN

PROGRAM LENGTH: Specify the number of quarters/semesters required to complete the program.

Semesters 4 full time Post MSN Cert FNP Quarters _____

If the program is not offered in semesters/quarters, specify the format:

PREREQUISITES: Specify any prerequisites, including degree(s) and /or course work, required for admission to the program. Award of required for MSN admission. 2yrs experience as RN preferred.

PROGRAM REQUIREMENTS: List the name and number of all courses of the program in sequence. Include any general education courses.

Circle appropriate semester/quarter:

	<u>1</u>	2	3	4
Course Name and Number	Total Units	Lecture Units	Clinical Units	Total Hrs
Nurs 501 Health Promotion: Righting Disparities	4	4		60
Nurs 509 Advanced Health Assessment	4	2	2	30
Nurs 549 Health Promotion Practice in Primary Care	3		3	144
Total	11	5	6	240

Circle appropriate semester/quarter:

	1	<u>2</u>	3	4
Course Name and Number	Total Units	Lecture Units	Clinical Units	Total Hrs
N540A Pathophysiological Concepts in Primary Care I.	3	3		45
N552 Pharmacology in Primary Care	3	3		45
N550A Clinical Practice in Primary Care I.	4		4	192
Total	10	6	4	192

Circle appropriate semester/quarter:

	1	2	<u>3</u>	4
Course Name and Number	Total Units	Lecture Units	Clinical Units	Total Hrs
N540B Pathophysiological Concepts in Primary Care II.	3	3		45
N550B Clinical Practice in Primary Care II.	4		4	192
Total	7	3	4	192

USE ADDITIONAL FORMS AS NECESSARY



**NURSE PRACTITIONER PROGRAM
 TOTAL CURRICULUM PLAN**

PROGRAM LENGTH: Specify the number of quarters/semesters required to complete the program.

Semesters 4 full time Post MSN Cert FNP Quarters _____

If the program is not offered in semesters/quarters, specify the format:

PREREQUISITES: Specify any prerequisites, including degree(s) and /or course work, required for admission to the program. Award of required for MSN admission. 2yrs experience as RN preferred.

PROGRAM REQUIREMENTS: List the name and number of all courses of the program in sequence. Include any general education courses.

Circle appropriate semester/quarter:

Circle appropriate semester/quarter:	1	2	3	4			
Course Name and Number	Total Units	Lecture Units	Hr/Wk	Clinical Units	Hr/Wk	Total Hrs Lec.	Clin.
Nurs 562 Advanced Nursing Practice in Primary Care	4	4	4			60	
Nurs 550C Clinical Practice in Primary Care III.	4			4	12		192
Total	8	4	4	4	12	60	192

Circle appropriate semester/quarter:

Circle appropriate semester/quarter:	1	2	3	4			
Course Name and Number	Total	Lecture	Clinical	Total Hrs			
	Units	Units	Hr/Wk	Units	Hr/Wk	Lec.	Clin.

Circle appropriate semester/quarter:

Circle appropriate semester/quarter:	1	2	3	4			
Course Name and Number	Total Units	Lecture	Clinical	Total Hrs			
		Units	Hr/Wk	Units	Hr/Wk	Lec.	Clin.

USE ADDITIONAL FORMS AS NECESSARY

Sonoma State University Post Master of Science Certificate Family Nurse Practitioner Program

Course Title: N501 - Health Promotion: Righting Disparities (4 units)

Course Description: Advanced concepts to assess and promote the behaviors that enhance the health of clients across the lifespan taking into account the multiple dimensions of and the attendant risks unique to the dimension of Person. Principles and theories of the behavioral sciences, epidemiology, family health, psychology, sociology, genomics and ethical decision making are investigated.

Course Title: N509 - Advanced Health Assessment (4 units)

Course Description: This course reviews and expands upon concepts and skills of human assessment basic to advanced practice clinical decision making and the caring process. Lab Fee.

Course Title: N540A - Pathophysiologic Concepts in Diagnosis and Management in Primary Care Part I (3 units)

Course Description: Develops a foundation for the diagnosis and management of common acute and chronic illnesses in advanced primary care nursing practice. Research and theory from various disciplines are used to evaluate unique interaction patterns of person and environment as a basis for selecting strategies to promote health and minimize the effects of illness. Emphasizes the interdisciplinary aspects of primary health care through partnerships with patients as a basis for collaboration, consultation and referral.

Course Title: N540B - Pathophysiologic Concepts in Diagnosis and Management in Primary Care Part II (3 units)

Course Description: Lecture/discussion. Continue to develop a patho-physiological conceptual foundation for the diagnosis and management of common acute and chronic illnesses in advanced primary care nursing practice. Research and theory from various disciplines are used to evaluate unique interaction patterns of person and environment as a basis for selecting strategies to promote health and minimize the effects of illness. Emphasizes the interdisciplinary aspects of primary health care through partnerships with patients as a basis for collaboration, consultation and referral.

Course Title: N549 – Health Promotion Practice in Primary Care (3 units).

Course Description: The course correlates with and supports the student in applying the theoretical concepts from NURS 501. The course provides the student with a comprehensive understanding of health promotion and disease prevention in clients across the life span. The course provides the students with the skills to evaluate the health status of a client taking into account the unique dimensions of a person including, culture, ethnicity, socioeconomic status, educational status and religious and spiritual status when developing a health promotion plan. Lab Fee.

Course Title: N550A- Clinical Practice in Primary Care I (4 units)

Course Description: Beginning clinical practice in primary care settings is implemented. Specialized knowledge and skills are utilized to assess physical, emotional, social, cultural and spiritual needs of patients. Concepts from various disciplines are integrated to provide a framework for developing and applying strategies for health promotion and illness management. Begin to develop advanced nursing role identity as FNP. 12 hours per week.

Course Title: N550B - Clinical Practice in Primary Care II (4 units)

Course Description: Continued implementation of clinical practice in primary care settings. Further develops and expands FNP clinical judgment and practice skills in family primary care. Research findings and theory-based knowledge are applied to formulating diagnosis and management plans. Personal and professional parameters of the nurse practitioner role are examined. Lab Fee

Course Title : N550C – Clinical Practice in Primary Care III (4 units)

Course Description: Expanded clinical practice in primary and extended care settings. Facilitates the integration of nursing and other theories and research in providing health care to individuals, families and groups. Conceptual perspectives are applied as a foundation for complex decision-making in advanced nursing practice. Professional identity is expanded to integrate the multiple aspects of the nurse practitioner role. Lab Fee

Course Title: N552 - Pharmacology in Primary Care (3 units)

Course Description: Develops a foundation for safe and effective management of client's pharmacological needs in the care of common acute and chronic illnesses. Research findings and theory-based knowledge are applied in assessing the needs of the individual client for medications and patient education. Parameters of legal practice, including the prescribing of schedule II drugs, and community standards of care are addressed. Meets state educational requirement for NP furnishing license.

Course Title: N562 - Advanced Nursing Practice in Primary Care Systems (4 units)

Course Description: Nurse Practitioner practice issues are examined with a focus on Quality Assurance and delivering safe ethical patient care within the legal parameters of nurse practitioner practice from a local, state and national perspective. Organization and management theory are analyzed in relation to primary care and nurse practitioner role and practice.

BOARD OF REGISTERED NURSING
Education/Licensing
Agenda Item Summary

AGENDA ITEM: 9.3
DATE: July 25, 2012

ACTION REQUESTED: Licensing Program Overview and Statistics

REQUESTED BY:

BACKGROUND:

Program Update:

The Board of Registered Nursing Licensing Program has been processing applications for graduates wanting to take the National Licensure Examination for Registered Nurses, NCLEX-RN. California nursing programs are able to provide the Board with information for their graduates a minimum of four (4) weeks prior to graduation. We are finding more nursing programs do not submit documentation until after the graduation date and issuance of the final, official transcript. This helps to ensure that students have met all degree and nursing requirements.

We have experienced an increase in the number of students who do not successfully pass all of the required course work and are not eligible to test. When a student(s) is not successful, it is the responsibility of the nursing program to contact the Board, in a timely manner, so we do not continue processing the application and consider the student(s) eligible for the examination. If the Board is not notified timely, it is possible for an ineligible student to be found eligible for the examination. The Licensing Program is discussing other methods for determining a student's eligibility and decreasing the chances of an ineligible student testing.

The Licensing Program received and processed 1,712 applications in May and 1,246 applications in June from California graduates. Of these, 1,542 applicants were found eligible in May and 559 applicants were found eligible in June.

After a number of unsuccessful attempts, the Licensing Program has hired an Office Services Supervisor II to supervise the support staff and US Evaluators. Ron Chavez brings experience as both a supervisor and licensing evaluator to our program.

Statistics:

The statistics for the last three fiscal years are attached. You will note there has been a decrease in the number of applications for examination, endorsement and repeaters during the last three fiscal years. It is believed this is due to the economic slowdown and the Board no longer accepting applications that do not include a United States Social Security Number.

Issues:

- International Analysts are receiving applications from students who attended nursing programs in the Philippines beginning in 2004/2005 who do not complete the clinical cases, required as part of the curriculum, concurrently with the associated theoretical instruction. California Code of Regulations Section 1426 (d) requires that theory and clinical practice be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics and pediatrics.
- We are receiving questionable transcripts and nursing licenses from the Philippines. For example: four applicants who attended the same nursing program had transcripts sent allegedly from their nursing program. The transcripts were questionable which prompted staff to contact the school. A response was received from an official at the school informing us that none of these four applicants attended that school
- Another applicant began a nursing program in the Philippines. The applicant left the program in 2000 and returned in 2007. The documentation from the program shows this applicant completed 136 hours of lectures and 408 hours of clinical practice in eighteen (18) weeks. The official documentation received from the nursing program shows that the applicant was in the Philippines for only 24 days of the eighteen weeks. The student was awarded full credit for the course.
- Credits are given for entire programs such as vocational nursing, nursing assistant and MD level to meet RN course work requirements. The student completes minimal theoretical and clinical course work prior to receiving the degree as a Registered Nurse.
- We are receiving applications from students who attended on-line programs offering degrees based on work and/or life experiences. The student can receive a degree without ever speaking to an instructor, opening a book or attending classes. The degree can be awarded in as few as 7 days. A transcript for an applicant who completed one of these programs was sent from a company based in the United Arab Emirates.

NEXT STEPS:

FISCAL IMPLICATIONS, IF ANY: None

PERSON TO CONTACT: Bobbi Pierce, Staff Services Manager I
Licensing Standards and Evaluations
(916) 515-5258

**CALIFORNIA BOARD OF REGISTERED NURSING
LICENSING STATISTICS**

	FISCAL YEAR 2009/10			FISCAL YEAR 2010/11			FISCAL YEAR 2011/12		
DESCRIPTIONS	APPS RECEIVED	**APPS PENDING	LICENSES & CERTS ISSUED	APPS RECEIVED	**APPS PENDNG	LICENSES & CERTS ISSUED	APPS RECEIVED	**APPS PENDING	LICENSES & CERTS ISSUED
REGISTERED NURSE – EXAMINATIONS ENDORSEMENTS & REPEATERS	44,516	7,492	23,357	34,559	5,933	23,150	37,226	4,725	22,853
CLINICAL NURSE SPECIALISTS	240	27	204	200	97	197	246	101	200
NURSE ANESTHETISTS	139	4	124	148	22	145	185	31	169
NURSE MIDWIVES	42	0	38*	44	18	48*	74	21	58
NURSE MIDWIFE FURNISHING NUMBER	37	2	32	23	6	23	37	4	37
NURSE PRACTITIONERS	937	9	854	838	263	917	1,273	248	1,161
NURSE PRACTITIONER FURNISHING NUMBER	670	7	598	699	65	751	894	149	857
PSYCH/MENTAL HEALTH LISTING	5	1	4	8	5	6	8	10	2
PUBLIC HEALTH NURSE	2,538	120	2,373	2,679	343	2,712	3,032	474	2,853

*Nurse-Midwife applicants are often educated outside of the United States and must remediate course work prior to certification.

**Applications pending – Initial evaluation is complete; additional documentation required to complete file or applicant needs to register with the testing service, Pearson Vue.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 9.4a

DATE: July 25, 2012

ACTION REQUESTED: Information Only: NCLEX Pass Rate Update

REQUESTED BY: Katie Daugherty, MN, RN
Nursing Education Consultant

BACKGROUND:

The Board of Registered Nursing receives quarterly reports from the National Council of State Boards of Nursing (NCSBN) about the NCLEX-RN test results by quarter and with an annual perspective. The following tables show this information for the last 12 months and by each quarter.

NCLEX RESULTS – FIRST TIME CANDIDATES

January 1, 2011– December 31, 2011*

JURISDICTION	TOTAL TAKING TEST	PERCENT PASSED %
California	10,634	88.22
United States and Territories	144,565	87.90

CALIFORNIA NCLEX RESULTS – FIRST TIME CANDIDATES

By Quarters and Year January 1, 2011-December 31, 2011*

1/01/11- 3/31/11		4/01/11- 6/30/11		7/01/11- 9/30/11		10/01/11- 12/31/11		1/01/11- 12/31/11	
# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass
3,465	90.22	2,400	89.88	3,785	86.31	984	84.45	10,634	88.22

**Includes (6), (9), (3) and (3) “re-entry” candidates. 2010 NCLEX-RN Test Plan and a higher passing standard (-0.16 logits) were implemented April 1, 2010.*

The Nursing Education Consultants (NECs) monitor the NCLEX results of their assigned programs. Current procedure provides that after each academic year (July 1-June 30), if there is substandard performance (below 75% pass rate for first time candidates), the NEC requests the program director submit a report outlining the program's action plan to address this substandard performance. Should the substandard performance continue in the second academic year, an interim visit is scheduled and a written report is submitted to the Education/Licensing Committee. If there is no improvement in the next quarter, a full approval visit is scheduled within six months. A report is made to the Education /Licensing Committee following the full approval visit.

NEXT STEP: Continue to monitor results

FISCAL IMPLICATION(S): None

PERSON(S) TO CONTACT: Katie Daugherty, MN, RN
(916) 574-7685

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 9.4b

DATE: July 25, 2012

ACTION REQUESTED:

Information Only: NCLEX Pass Rate Update

REQUESTED BY:

Katie Daugherty, MN, RN, Nursing Education Consultant

BACKGROUND:

The Board of Registered Nursing receives quarterly reports from the National Council of State Boards of Nursing (NCSBN) about the NCLEX-RN test results by quarter and with an annual perspective. The following tables show this information for the last 12 months and by each quarter.

NCLEX RESULTS – FIRST TIME CANDIDATES

April 1, 2011– March 31, 2012*

JURISDICTION	TOTAL TAKING TEST	PERCENT PASSED %
California	10,426	88.77
United States and Territories	146,668	88.41

CALIFORNIA NCLEX RESULTS – FIRST TIME CANDIDATES

By Quarters and Year April 1, 2011-March 31, 2012*

4/01/11- 6/30/11		7/01/11- 9/30/11		10/01/11- 12/31/11		1/01/12- 3/31/12		4/01/11- 3/31/12	
# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass
2,400	89.88	3,785	86.31	983	84.44	3,258	92.11	10,426	88.77

**Includes (9), (3), (3) and (4) “re-entry” candidates. 2010 NCLEX-RN Test Plan and a higher passing standard (-0.16 logits) were implemented April 1, 2010.*

Note: It is anticipated the 2013 NCLEX-RN Test Plan and passing standard will be implemented April 1, 2013; further detail will be provided once NCSBN Delegate Assembly adopts the 2013 Test Plan.

The Nursing Education Consultants (NECs) monitor the NCLEX results of their assigned programs. Current procedure provides that after each academic year (July 1-June 30), if there is substandard performance (below 75% pass rate for first time candidates), the NEC requests the program director submit a report outlining the program's action plan to address this substandard performance. Should the substandard performance continue in the second academic year, an interim visit is scheduled and a written report is submitted to the Education/Licensing Committee. If there is no improvement in the next quarter, a full approval visit is scheduled within six months. A report is made to the Education /Licensing Committee following the full approval visit.

NEXT STEP(s):

Continue to monitor results

FISCAL IMPLICATION(S):

None

PERSON(S) TO CONTACT:

Katie Daugherty, MN, RN,
(916) 574-7685

California Board of Registered Nursing

NCLEX-RN Pass Rates First Time Candidates Comparison of National US Educated and CA Educated Pass Rates By Degree Type

Academic Year July 1, 2011-June 30, 2012

Academic Year July 1-June 30	July-Sept #Tested % Pass	Oct-Dec #Tested % Pass	Jan-Mar #Tested % Pass	April-June #Tested %Pass	2011-2012 Cumulative Totals
National US Educated- All degree types *	52,297 (85.0)	12,040 (82.7)	37,353 (91.2)		
CA Educated- All degree types*	3,785 (86.3)	984 (84.4)	3,258 (92.1)		
National-Associate Degree rates**	29,010 (84.2)	6,749 (81.2)	21, 638 (90.1)		
CA-Associate Degree rates**	2,439 (86.6)	493 (83.7)	1,988 (92.4)		
National-BSN+ELM rates***	21,713 (85.9)	4,925 (84.5)	14,799 (92.7)		
CA-BSN+ELM rates***	1,343 (85.8)	488 (85.4)	1,266 (91.6)		

National rate for All Degree types includes four categories of results: Diploma, AD, BSN+ELM, and Special Codes. Use of the Special Codes category may vary from state to state. In CA, the Special Codes category is most commonly used for re-entry candidates such as eight year retake candidates wishing to reinstate an expired license per CCR 1419.3(b). The CA aggregate rate for the All degree types includes AD, BSN+ELM, and Special Codes but no diploma program rates since there are no diploma programs in CA. CA rates by specific degree type exclude special code counts since these are not reported by specific degree type.

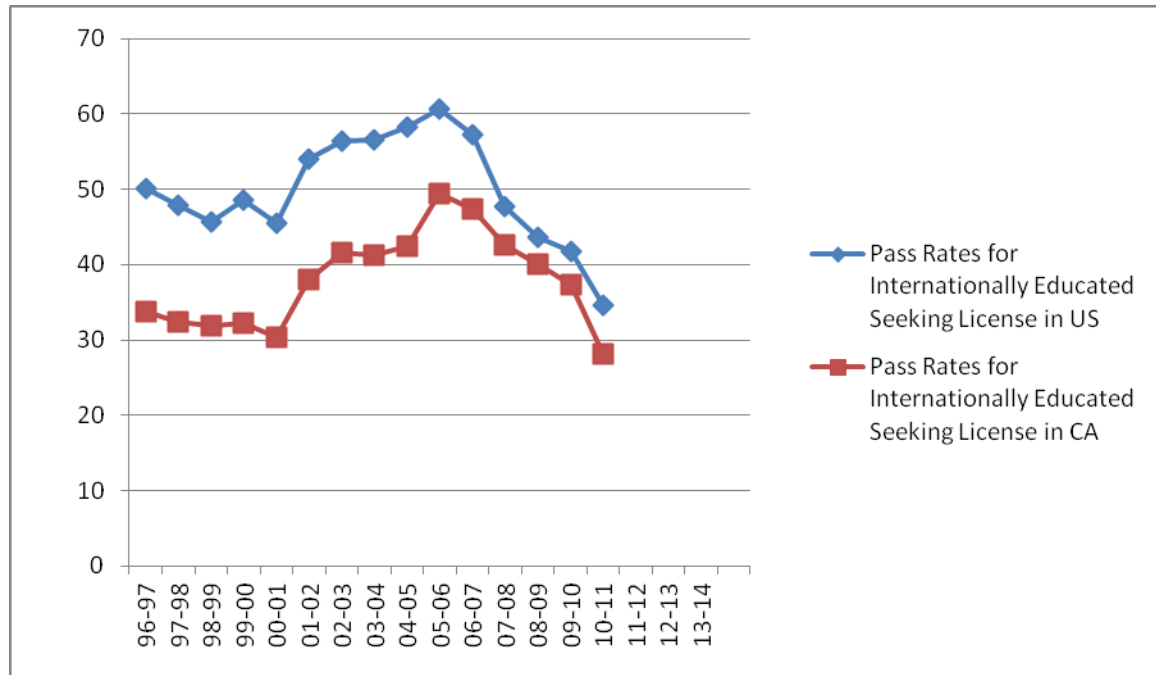
**National and CA rates reported by specific degree type include only the specific results for the AD or BSN+ELM categories.

*** Historically, ELM programs have been included in the BSN degree category by NCSBN.

Note: This report includes any quarter to quarter corrections NCSBN has made in data.

Source: National Council of State Boards Pass Rate Reports

California Board of Registered Nursing Comparison of National and California NCLEX Pass Rates Internationally Educated First Time Candidates



Year	Intl. Edu. Seeking Licensure in a U.S. Jurisdiction				Intl. Edu. Seeking Licensure in California			
July 1–June 30	#Tested	%Pass			#Tested	%Pass		
96-97	7,147	50.1			1,817	33.8		
97-98	6,322	47.9			1,928	32.4		
98-99	5,931	45.6			1,867	31.9		
99-00	7,051	48.6			2,067	32.2		
00-01	7,355	45.5			2,546	30.3		
01-02	9,339	54.0			3,611	38.0		
02-03	14,766	56.4			4,844	41.6		
03-04	17,773	56.6			5,901	41.3		
04-05	17,584	58.3			5,500	42.5		
05-06	20,691	60.7			6,726	49.5		
06-07	31,059	57.3			11,444	47.4		
07-08	32,420	47.8			14,385	42.6		
08-09	26,517	43.7			14,740	40.1		
09-10	18,122	41.8			10,195	37.4		
10-11	11,397	34.6			5,854	28.2		

Source: NCSBN and CA BRN ATS Reports

Year to Year pass rate changes may be due to one or more factors, including, but not limited to:

- *Global economy changes and changes in the RN labor market (fewer RN retirements/less turnover; etc.) in the U.S.
- *Retrogression (limited visas available); slowed recruitment of internationally educated RNs by U.S. employers
- *2010 BRN Social Security number requirements for all applicants
- *Differences in international nursing education as compared with the U.S.; English language proficiency
- *Differences in a country's nursing regulations and scope of practice as compared to the U.S.
- *Differences in health care delivery systems as compared with the U.S.
- *Differences in candidate preparation for the NCLEX examination as compared with the U.S.